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ABSTRACT

This descriptive study investigated the reading instruction service provided by Chapter 1 teachers in the Minneapolis Public Schools. Subjects, 105 Chapter 1 teachers who had reading groups, completed a survey concerning the reading instruction given to their Chapter 1 students. A proportional random sampling procedure was used to select 12 Chapter 1 reading teachers with at least one third grade reading group for ethnographic observations and interviews. Results of the survey and interviews indicated: (1) the amount of time spent on reading instruction, personal/social development, and noninstructional tasks seems reasonable for the majority of teachers who taught one or more grades of kindergarten through sixth; (2) at the junior high level, the majority of teachers devoted a limited amount of time to reading instruction and a large amount of time to personal/social development; (3) the amount of time devoted to decoding generally seemed reasonable; (4) the amount of time devoted to vocabulary meaning for grades four through eight is inadequate; (5) the amount of time spent on teaching higher-order comprehension skills appeared inadequate for the majority of teachers; (6) the majority of teachers provided a comprehensive supplementary reading program; and (7) the observations, like the surveys, revealed a wide range of differences between the teachers as to the areas emphasized and the amount of time spent on an area. (Fourteen recommendations based on a review of the literature and 31 tables of data are included; 71 references and survey, observation, and interview instruments are attached.) (RS)

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ED316851

# A Study of Reading Instruction by Chapter 1 Teachers in the Minneapolis Public Schools

A Descriptive Research Project
Presented to the
Faculty of the Graduate School
of the College of St. Thomas
in Partial Fulfillment of the Requirements
of the Degree, Specialist in Education

Constance D. Scott

July, 1989

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This descriptive research project in partial fulfillment of the requirements of the degree, Specialist in Education, has been approved by a committee composed of the following members:

_____
Dr. Kenneth M. Ashpole, Chairperson

_____
Dr. Margaret M. O'Shaughnessy

_____
Dr. Mabel E. Schleif

_____
Date

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for his leadership in reading research and comprehension instruction. Also, recognition is due to Dr. Richard Allington for his research on reading instruction provided to Chapter 1 eligible students.

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## DEDICATION

To the children of the Minneapolis Public Schools and all people who are working to increase literacy throughout the world.

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# CHAPTER I

## INTRODUCTION

Chapter 1, a section of the Education Consolidation Improvement Act (ECIA), approved by Congress in 1981 states:

> The Congress declares it to be the policy of the United States to continue to provide financial assistance to State and local educational agencies to meet the special needs of educationally deprived children, on the basis of entitlements calculated under Title I of the Elementary and Secondary Education Act of 1965, but to do so in a manner which will eliminate burdensome, unnecessary, and unproductive paperwork and free the schools of unnecessary Federal supervision, direction, and control. Further, the Congress recognizes the special educational needs of children of low-income families, and that concentrations of such children in local educational agencies adversely affect their ability to provide educational programs which will meet the needs of such children. (20 U.S.C. 3801, p. 1)

Chapter 1 funds are provided to the Minneapolis Public Schools, Special School District #1 (MPS) for the implementation of a Chapter 1 program. MPS is a large metropolitan school district with an enrollment of approximately 40,000 students, about 9,000 of whom are eligible for Chapter 1 service.

"Students in Minneapolis Public Chapter 1 schools who score at/or below the 25th percentile on the Minneapolis Public Schools' Benchmark Tests in reading and/or mathematics and reside in a target attendance area are eligible for Chapter 1 services." (MPS, 1988, p. 1) In Minneapolis 40 of the 44 public elementary and all seven of the junior high schools have Chapter 1 programs.

The national assessment of Chapter 1 report (1987) states: "Chapter 1 programs rarely use some approaches that researchers consider promising such as . . . instruction in higher order academic skills." (Birman, Orland, Jung, Anson & Garcia, 1987, p. 168) Although Chapter 1 programs had been evaluated and assessed in MPS and on a national scale, the intent of the study was to analyze in detail Chapter 1 reading instruction locally.

## Statement of the Problem

The purpose of this study was to investigate the reading instruction service provided by Chapter 1 teachers in the Chapter 1 setting of the Minneapolis Public Schools. The questions explored were:

1. Was a comprehensive program of instruction being provided?

2. What was the allocation of time to decoding, vocabulary and comprehension instruction?

3. Was there a relationship between the allocation of time to comprehension instruction by teachers and the number of college courses in reading instruction completed?

4. Was there a need for additional staff development on reading instruction?

## Summary of the Literature

A review of the literature on reading instruction and Chapter 1 revealed three facts:

1. The current research on reading instruction is extensive!

2. The research on Chapter 1 is primarily programmatic.

3. The research on reading instruction provided by Chapter 1 teachers is extremely limited.

The extensive research on reading instruction addresses a wide range of factors directly or indirectly related to reading achievement. Some of the factors are instructional strategies, group size, direct instructional time, skills emphasized and teacher effectiveness. Research on reading instruction not only has centered on a variety of factors, but it has also been conducted by many different programs, institutions and school districts. Universities, institutes for research on teaching, reading centers, special education departments and the Chapter 1 program have all centered some of their research on reading

instruction. (Applebee, Langer & Mullis, 1988; Farr, 1986; Hoffman, 1986; Pearson, 1984; Weintraub, 1988)

Chapter 1, as part of its federal educational policy and funding, requires the evaluation of the program and assessment of student achievement. The vast majority of federal and state required evaluations *plus* local school districts' voluntary assessments, have concentrated on general programmatic concerns. That is, the research and evaluation have tended to look at the identification of target area schools, identification of eligible students, coordination with classroom instruction, student to instructor ratio, instructional setting, amount of service, parent involvement, and norm-referenced achievement test results on student growth. (Albrecht, 1985; Birman et al., 1987; Calfee, 1986; Cook & Hoag, 1987; Holley, 1986; McCann, 1986)

Research is limited as to areas and amount of reading instruction provided by Chapter 1 teachers. The national assessment of Chapter 1 report touches only briefly on reading instruction. (Birman et al., 1987) A few states and school districts have recently carried out research on the instructional aspects of Chapter 1 reading programs. These have included: New York, Iowa, Portland, and Omaha. (Allington, Stuetzel, Shake & Lamarche, 1988; Himley, McClanahan, Tack &

Pfannenstiel, 1986; Kushmuk, 1986; Schwarting, Marcuzzo & Seltzer, 1984) When other research occurred, those studies evaluated specific programmed learning materials and/or special district projects.

The research literature on reading instruction emphasized investigations on increasing comprehension. The factors decreasing or increasing the chances of comprehension occurring have been studied extensively. They have included experiential and instructional factors. (Applebee, 1988; Davey & McBride, 1986; Maria & MacGinitie, 1987; Pearson, 1984; Tierney & Pearson, 1986) Durkin's study (1978-79) revealed that very little time in the regular classroom was spent on reading comprehension instruction and a large amount of time was going towards management of the classroom. There are indications that more reading comprehension instruction needs to be provided to increase students' reading levels. (Pearson, 1984)

In summary, the literature indicates a wealth of knowledge on reading instruction, particularly with regards to the importance of reading comprehension. Also, it reveals a large number of studies on the Chapter 1 program, but having to do mainly with the general programmatic aspects. Finally, there were only a small number of research studies on the actual areas and amounts of reading instruction provided through Chapter 1 services.

## Definition of Terms

1. Chapter 1: The section of the Education Consolidation Improvement Act (ECIA) passed by Congress in 1981 states:

> The Congress declares it to be the policy of the United States to continue to provide financial assistance to State and local educational agencies to meet the special needs of educationally deprived children, on the basis of entitlements calculated under Title I of the Elementary and Secondary Education Act of 1965, but to do so in a manner which will eliminate burdensome, unnecessary, and unproductive paperwork and free the schools of unnecessary Federal supervision, direction, and control. Further, the Congress recognizes the special educational needs of children of low-income families, and that concentrations of such children in local educational agencies adversely affect their ability to provide educational programs which will meet the needs of such children. (20 U.S.C. 3801, p. 1)

2. Chapter 1 Schools in Minneapolis Public School District: "Target area schools are those schools in which at least twenty-five percent of the student population receives free and reduced lunches." (MPS, 1988, p. 1) Chapter 1 is a kindergarten through eighth grade program and includes 40 of the 44 public elementary and all seven of the junior high schools.

3. Chapter 1 Eligible Student: "Students in Minneapolis public Chapter 1 schools who score at/or below the 25th percentile on the Minneapolis Public Schools' Benchmark Tests in reading and/or mathematics and reside in the city of Minneapolis are eligible for Chapter 1 services." (MPS, 1988, p. 1) Of the approximately 40,000 students in the Minneapolis Public Schools, about 9,000 are eligible for Chapter 1 services.

4. Student Participating in Chapter 1 Reading Service: A student who is eligible for Chapter 1 reading service and is receiving that service.

5. Benchmark Tests in Reading: Tests "administered in the spring at grades K-9. They assist in the district's identification of students who may need additional help at a grade level. These objective, criterion-referenced tests become a part of the student's performance profile." (MPS, 1988, p. 2)

6. Norm-referenced Test: "The assessment of performance in relation to that of the norming group used in the standardization of the test." (Harris, 1981, p. 213)

7. Chapter 1 Reading Teacher: State certified teacher, on contract or paid at the hourly rate, who provides supplementary instruction to students eligible for Chapter 1 reading service and is paid out of Chapter 1 funds.

8. Chapter 1 Reading Service: Time that a participating

student is assigned to a reading group with a Chapter 1 teacher. The time is generally 30 minutes a day, five days a week.

9. Comprehensive Program of Reading Instruction: A complete supplementary reading program providing reading instruction as defined.

10. Chapter 1 Reading Instruction: Instruction in decoding, vocabulary and comprehension provided to participating students by Chapter 1 teachers.

11. Decoding: Instruction in phonics and structural analysis. Phonics - Instruction that "emphasizes symbol-sound correspondence or rules." (Harris, 1981, p. 238) Structural analysis - Instruction in the "identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, and contractions." (Harris, 1981, p. 312-313)

12. Vocabulary: Instruction in "increasing knowledge by learning the meaning of words." (Himley et al., 1986, p. 44) This includes synonyms, antonyms, multiple meanings, context clues as well as oral language development and reading aloud to students.

13. Comprehension: Instruction for "understanding what is read." (Harris, 1981, p. 266) This includes picture clues, classification, main idea/details, sequence, drawing

conclusions/generalization, cause and effect, fact and opinion, predicting outcomes, summarize/paraphrase, sentences, paragraphs, use of dictionary and independent silent reading.

14. Management: Noninstructional tasks (distributing materials, taking attendance) and behavior management.

15. Pullout: Chapter 1 service provided outside the classroom.

16. In-class: Chapter 1 service provided in the regular classroom.

17. Staff Development: Workshops and inservice sessions on the topic of reading instruction.

18. College Courses: Any course at the college level (undergraduate, graduate, extension) on the topic of reading instruction. (Courses taken in the last five years)

## Need for the Study

Chapter 1, nationwide, assesses students' achievement in reading on norm-referenced comprehension test results. Nationally and in the Minneapolis Public Schools, the participating students have only shown moderate growth in reading achievement. At the federal, state and local levels, including Minneapolis, people have been looking at the effectiveness of the Chapter 1 program and ways to make it more successful. A specific in-depth investigation of the Chapter 1

reading instruction has not been conducted in the Minneapolis Public Schools.

## Scope and Limitations

### Scope

The scope of this project was limited to the Chapter 1 teachers providing reading instruction to Chapter 1 participating students in kindergarten through eighth grade in the Minneapolis Public Schools, Special School District #1. The district's enrollment is approximately 40,000 students with about 9,000 students eligible for Chapter 1 service. Of the approximately 9,000 students who are eligible, close to 5,000 students receive Chapter 1 reading service.

Minneapolis Public Schools has 44 elementary, seven junior high and six high schools of which 40 elementary and the seven junior high schools are Chapter 1 schools. The student population is mainly African American, American Indian, Asian American, Hispanic American and white. Almost 50 percent of the population is minority. The schools are desegregated with students being bused to schools. There were 140 teachers paid out of Chapter 1 funds.

### Limitations

The definition of terms was limited to the meanings stated in this paper. The information acquired and conclusions

developed relate to the definitions as stated. It is understood that other definitions might be as complete or meaningful. This study was limited to the Chapter 1 reading program in the Minneapolis Public Schools. Any reference to the results beyond the district should be approached with caution.

## Action Plan

1. Obtained permission from the Minneapolis Public Schools to administer a survey, observe reading instruction and interview Chapter 1 teachers.

2. Reviewed the literature on Chapter 1 program research, and current research on reading instruction, especially that on comprehension.

3. Developed and field tested a survey.

4. Administered, tabulated and analyzed survey results.

5. Developed and field tested observation tool.

6. Developed and field tested interview tool.

7. Determined a random sample of Chapter 1 reading teachers.

8. Observed Chapter 1 teachers working with Chapter 1 reading groups.

9. Interviewed the observed Chapter 1 reading teachers.

10. Tabulated the results of the observations.

11. Summarized information from interviews.

12. Prepared a report of the findings.

13. Developed recommendations for the Minneapolis Public Schools' Chapter 1 program.

# CHAPTER II

## REVIEW OF THE LITERATURE

The review of the literature related to this study is divided into three major categories:

1. Current research on reading instruction
2. General assessment of Chapter 1 program and student achievement
3. Research on Chapter 1 reading instruction

### Current Research on Reading Instruction

The current research on reading instruction is extensive. A review of the literature would have been insurmountable for this study, if it were not for a few excellent references that provided current reviews. One extremely helpful reference was P. David Pearson's, (Ed.) Handbook of Reading Research (1984). The handbook includes chapters by many well-known people in the field of reading. Since this book is so comprehensive, a summary of the points directly related to current research on reading instruction in relationship to this study, is used as an overview and outline. The overview centers on important historical influences, as well as current influences of present day reading research. The outline consists of topics pertinent to this study. Included are decoding, vocabulary and comprehension instruction; effective instruction through direct

instruction, guided practice, allocation of time and academic-engaged time; and classroom *reading* instruction for low achievers. Research references in The Handbook on Reading (Pearson, 1984) were used as a starting point to make an in-depth review of the referenced studies and to search for more current studies by the same researchers and others.

A general overview of the historical and current influences on reading research places the current reading research reviewed in perspective and within its contemporary context. In the handbook, Richard Venezky's chapter entitled, "The History of Reading Research," provides an insight into the influences on the current practices in researching reading instruction. His summary shows a history of reading research influenced by people of science and education, that has progressed slowly in a spiral manner, with many starts and stops along the way. Studies of word recognition and vocabulary were common in the past, but comprehension has only been seriously researched since the 1960s, due to the fact that, before this time, lack of understanding was attributed to problems with vocabulary. (Venezky, 1984)

A number of reading research studies from the early 1900s conducted by Thorndike, Gates, Gray and Buswell have continued to influence thoughts on reading instruction today. Sometimes

expressed intuition by reading researchers has influenced reading instruction. This occurred because the research was contrary to educational beliefs of the time and/or the translation and transfer to the classroom instruction was incomplete. (Singer, 1970)

In reviewing the current research on reading, the chapter in Pearson's handbook entitled, "Current Traditions of Reading Research" by Michael Kamil provides a contemporary view. Reading research has become more centered on finding procedures to improve instruction in order to increase student achievement. (Kamil, 1984)

In search of more effective methods of teaching reading, there has been a shift in how studies are reported that might have implications for the types of research being conducted. Journals continue to be the primary means of publication, but there are other means that are increasing in use. Book chapters and reports lend themselves to a more philosophical overview and summary of the research on a broad topic. (Kamil, 1984) Recent works that have provided a broader view have included, The Handbook on Reading Research, Effective Teaching of Reading: Research and Practice, Who Reads Best?, What Works: Research About Teaching and Learning, A Nation at Risk: The Full Account, and Becoming a Nation of Readers. (Pearson, 1984;

Hoffman, 1986; Applebee et al., 1988; United States Department of Education, 1986; National Commission on Excellence in Education, 1984; Anderson et al., 1985) Also, conference presentations have become more predominant as a means of sharing current research in a timely manner as can be seen in the International Reading Association's annual conference programs. (Kamil, 1984)

In addition to this contemporary method of reporting information, research on reading instruction has become less formal. A major force contributing to a change has been schema theory, which has brought an emphasis on qualitative research and a centering on prose, multiple variables, richer information, and classroom settings, rather than quantitative research and an emphasis on mathematical formulas, single variables, and laboratory settings. Whether researched formally and/or less formally, the improvement of instruction is being emphasized strongly in the nation. The Center for the Study of Reading at University of Illinois in Urbana-Champaign and the Institute for Research on Teaching at Michigan State University are major research sites for instructional models. (Kamil, 1984)

In Pearson's Handbook of Reading Research the chapter entitled, "Classroom Instruction in Reading," by Barak

Rosenshine and Robert Stevens provided references to research studies that related to this present investigation and led to a more in-depth review of these and other related studies. (Rosenshine & Stevens, 1984)

In reviewing instructional research studies, particular attention was given to studies related to this project and conducted on one or more of the following topics: decoding, vocabulary, comprehension instruction; effective instruction through direct instruction, guided practice, and academic-engaged time; and reading instruction for low achievers.

Reading Instruction: Decoding

Specific decoding instruction, utilizing phonics and structural analysis, has been an integral part of reading basal series since 1955. Of the two areas, methodology and the value of phonics instruction has received the greater emphasis in research activity with several studies showing general agreement in their results. (Venezky, 1987) Current research suggests phonic instruction should be provided intensively in the primary grades; this was advocated years ago by Chall in Learning to Read: The Great Debate. (Chall, 1967) The purpose of phonics instruction is to develop an understanding of letter-sound relationships. (Anderson, Hiebert, Scott & Wilkinson, 1985) Johnson & Baumann (1984) state phonics is essential for the

development of word identification skills. This should be followed by extended practice and repeated readings to lead the reader into automatically recognizing the words. The automatic recognition of words should enable the student to read fluently in context to meet the ultimate goal of acquiring meaning from the text. (Samuels, 1979, 1988) On the other hand, there have been only a few studies dealing with the methodology and value of teaching structural analysis, and those results are inconclusive. (Johnson & Baumann, 1984)

Reading Instruction: Vocabulary

Emphasis on vocabulary instruction has been a major part of reading programs since the early 1800s. By the early 1900s the number of words introduced and frequency of repetition was tightly controlled. (Venezky, 1987)

The importance of helping readers to develop a broad vocabulary, that is, knowing the meaning of words, has been hypothesized and investigated by researchers, but confirming evidence is limited. (Johnson & Baumann, 1984) Although, studies have shown a positive correlation between size of vocabulary and reading comprehension, there has been no confirming evidence that vocabulary instruction is the cause of that positive correlation. (Tierney & Cunningham, 1984) Context clues can be taught, but standardized test results show

that poor readers tend not to use them very effectively. Research has also not proved that formal and direct vocabulary instruction assists students in reading comprehension, although intuitively vocabulary instruction has been advocated as a benefit to improving reading comprehension. (Johnson & Baumann, 1984) It might be the type of vocabulary instruction that has been provided that has not shown a correlation. (Tierney & Cunningham, 1984)

The emphasis on concept development, rather than providing a definition or teaching readers to derive meaning from context, is currently being advocated. (Tierney & Pearson, 1986) Dale Johnson and P. David Pearson (1984) consider vocabulary instruction essential and share their "systematic plan of vocabulary development." (p. 9) The "activity-based framework" consists of 12 components divided into three main categories of "Classification," "Multimeaning Words" and "Resources." Under "Classification" the subtitles of "Synonyms," "Antonyms," "Denotation/Connotation," "Semantic Maps," "Semantic Feature Analysis," "Analogies" and "Homophones" are listed. (Johnson & Pearson, 1984, p. 10)

Durkin (1983) found only a small amount of time being spent in the classroom on introducing new vocabulary and "no time...to developing background information." (p. 32) She recommends

"Giving more time to new vocabulary, background information, pre-reading questions, instruction on essential topics, and better but fewer assignments; and, on the other hand, spending less time on oral reading and comprehension assessment questions is one possible change." (p. 31)

Reading Instruction: Comprehension

Reading comprehension instruction has developed into the central focus of research since the late 1960s, with major emphasis beginning in the late 1970s. (Venezky, 1987) One of the major studies on comprehension instruction was by Durkin (1978-79). Fourth grade classroom teachers were observed. She found that comprehension instruction was limited. Work on comprehension that was taking place was assessment rather than instruction. Also, a large amount of time was directed towards management of instructional and noninstructional tasks. (Durkin, 1978-1979)

Since Durkin's study (1978-1979), there have been numerous research studies on reading comprehension instruction. (Pearson & Dole, 1987) Tierney & Pearson (1986) stated:

> Research discoveries over the past 15 years concerning reading comprehension have had a significant impact on reading instruction, particularly schema theory. This theory, based on prior learning, which states that the

reader uses the text to construct a meaning within his or her own mind, affects what teachers can do to help student improve comprehension. A conceptual rather than a definitional or contextual approach should be used to teach vocabulary, because it shows students how particular vocabulary items relate to other concepts they already know. Further, teachers should encourage students' initiative in reading, and encourage them to pause and think while reading. In this way, teachers can help children select schemata for understanding a new selection. Schema theory also affects the ways teachers can help children extend beyond the text and interact with it at more complex levels, by emphasizing the importance of helping students get background knowledge and of respecting the reader's role in creating meaning. (p. 34)

A study on prior knowledge of "poor comprehenders" and "good comprehenders" in grades 5 and 6, revealed poor explanations by "poor comprehenders." (Maria & MacGinitie, 1987) Information read and then recalled by "poor comprehenders" was stated and accepted even if there were inconsistencies. On the other hand, "good comprehenders" stated the information recalled, but noted the inconsistencies. Therefore, they recommended teachers use visual graphic organizers to teach students how ideas are

related. (Maria & MacGinitie, 1987)

In conclusion, Becoming a Nation of Readers: The Report of the Commission on Reading, stated: "Teachers should devote more time to comprehension instruction. Teacher-led instruction in reading strategies and other aspects of comprehension promotes reading achievement, but there is very little direct comprehension instruction in most American classrooms." (Anderson et al., 1985, p. 118)

Nationally, the reading curriculum generally centers on programs in reading basals, which have a skill emphasis followed by independent practice through workbook pages with mastery checks provided by criterion-referenced tests. (Pearson & Dole, 1987) The reading research on decoding,vocabulary and comprehension instruction results suggest the necessity for changes to be made in the current practices of reading instruction.

Pearson and Dole (1987) stated that: "Over the last several years, research in reading comprehension has provided the impetus for changes in our thinking about comprehension instruction. From this research, new instructional frameworks for teaching comprehension have been developed. Studies of instruction confirm that we can do a better job of teaching comprehension by using these new instructional frameworks than

by following the traditional basal reading paradigm."

(pp. 151-152.)

Effective Instruction Through: Direct Instruction/Guided Practice/Allocation of Time/Academic-engaged Time

There have been a number of instructional-model studies over the last several years. This review is limited to the studies which would seem to have instructional implications for students eligible for Chapter 1 reading service. The models generally emphasize starting with strong modeling by the teacher with a continual decreasing of teacher direction and increasing of "student responsibility." (Pearson & Gallagher, 1983, p. 337)

In a study with "sixth grade students of high, average and low reading ability levels"... it was found that "low reading ability level" students benefited from instruction on appropriate uses of "Sources of Information for Answering Questions." (Raphael & Pearson, 1983, p. 217) The students learned that they might find information through different sources. Raphael (1982) summarized the strategies. The "Right There" strategy "is used to answer detail questions that require an answer explicit in the passage." "Think and Search" means the answer is in the text, but in more than one place, and "On My Own" refers to an answer that can "be found in the reader's own knowledge." (Raphael, 1982, p. 187)

Hansen (1981) found that second graders who were taught to utilize "previous experiences to predict events in the upcoming story" or were "provided practice in answering questions which required inferences between text and prior knowledge," performed better than a control group on standardized and teacher-made reading tests. The implication for instruction is that teaching students to relate their background knowledge to the text and asking inferential questions should improve their reading achievement. (p. 391)

Duffy and others have conducted reading studies on instruction and management in the classroom. (Duffy & McIntyre, 1982) (Anderson, Brubaker, Alleman-Brooks & Duffy, 1985), (Duffy, Roehler & Rackliffe, 1986), (Duffy, Roehler, Sivan, Rackliffe & Book, 1987) Duffy and McIntyre (1982) found that in first and second grade classrooms "there was only limited evidence of instructional assistance in these classrooms." (p. 18.) Furthermore, "the overwhelming instructional activity across all six teachers was monitoring; assistance was incidental to the task of completing activities." (p. 20.)

In a follow-up study (Anderson et al., 1985) of "first-grade classrooms in four Title I schools" (p. 125) revealed information about instruction of "low achievers." (p. 124) "Earlier research on effective teaching and learning suggests

that students learn most easily when they are attentive and reasonably successful most of the time." (p. 126) "We found that the better readers were more likely to be attentive and successful on their daily assignments than students who were poorer readers." (p. 129)

> Indeed, the narrative records revealed that poor and adequate responders experience a qualitative difference in seatwork assignments. Poor responders/low achievers more often found the work assigned to them difficult, while the adequate responders/high achievers more often worked on assignments that they could complete easily. (p. 130)

The "poor responders"..."lacked necessary skills and strategies" and..."developed strategies for getting work done that did not contribute to practicing and learning the content that ostensibly was the basis of their seatwork assignment." (p. 130) The concern is that "low achievers" might transfer this learning of "getting work done" rather than thinking and working on understanding the content. (p. 130)

Duffy et al., (1986) found that "information about reading skills is relevant to the extent that teachers present it within the context of its application in real text." ( p. 12) That is, "teaching context clues from the perspective of when they would be used while reading a book rather than from the

perspective of using them to complete a workbook page." (p. 12)

Also, in a related study, "conducted on the effects of directly explaining the mental acts associated with strategic reading" with "third-grade teachers" and their "low-reading groups." (Duffy et al., 1987, p. 347) "The study illustrates that teachers can explain complex cognitive tasks. Such explanations may not result in immediate learning by low-ability students; however, they do apparently result in gradual restructuring of student understandings over time." (p. 364)

Rosenshine found in a number of studies that student achievement increased after "teachers received training in specific instructional procedures." (Rosenshine, 1983, p. 335) From the studies, Rosenshine came up with a "list of six instructional functions."

"1. Review, checking previous day's work (and reteaching if necessary).

2. Presenting new content/skills.

3. Initial student practice (and checking for understanding).

4. Feedback and correctives (and reteaching if necessary).

5. Student independent practice.

6. Weekly and monthly review."

(Rosenshine, 1983, p. 337)

Classroom Reading Instruction of Low Achievers

Richard Allington (1984) conducted a number of research studies in the late 1970s and 1980s on "the reading instructional environments of high and low reading ability groups in elementary school classrooms." (p. 86) Research has reinforced two generally held assumptions. First, oral reading seems to predominate as the mode of reading for poorer readers, with proportionally less time allowed for silent reading than that for better readers. Second, while time allocations for both good and poor reader groups tend to be approximately equivalent, the poor readers accomplish less reading. (Allington, 1984, p. 86)

Through Allington's numerous observational research studies of elementary classroom teachers, he believes that "good and poor readers differ in their reading ability as much because of differences in instruction as variations in individual learning styles or aptitudes." (Allington, 1983, p. 548)

Allington (1983) suggests six recommendations for changing the instructional environment:

1. Assess the instructional environment.
2. Add a second reading session with the poor-reader group.
3. Increase the amount of silent reading for the poor-reader group.

4. Provide a daily opportunity to read easy material and emphasize improving fluency.
5. Focus instruction on developing readers who monitor their own performances.
6. Decrease assignment of worksheets and workbooks.

(Allington, 1983, pp. 554-556)

"Changing the instructional environment of poor readers to approximate more closely that of good readers offers the potential for improving the reading skills of students in the lower groups." (Allington, 1983, p. 556) The off-task behavior in reading group sessions associated with poor readers, and oral reading could be in part because of the amount of time poor readers spend in oral reading and receiving input from the teacher and other students. Good readers spend more time on silent reading which tends to be more on task and teacher-directed. (Allington, 1983) Also, "the content of the basal readers...and instructional procedures are not optimal when a 'below grade level reader' is used with the lower reading group." (Chall, 1987, p. 244)

Allington (1984) analyzed "teacher logs" for "reading group sessions from grades 1, 3 and 5" (p. 85) and found that poor readers read fewer words overall, and read fewer words silently and in context. "Simply offering equivalent time ensures that

the poorer readers' achievement deficit will remain, that they will necessarily be at least as far behind when they complete an academic year as when they started." (p. 548)

Currently, different levels of reading groups in the classroom are allocated the same amount of instructional time. In order for equivalent amounts of content to be presented to and practiced by good and poor readers, poor readers need to have more time. (Allington, 1984.)

In summary, the research on reading instruction in decoding, vocabulary and comprehension, effective instruction through direct instruction, guided practice, academic-engaged time, and classroom reading instruction for low achievers, has implications for reading instruction provided to Chapter 1 eligible students. The research suggests several instructional practices that could be provided in the classroom to assist students in learning to read.

With regard to decoding, phonics should be taught early and intensively (Chall, 1967) to develop an understanding of letter-sound relationships. (Anderson, Hiebert, Scott & Wilkinson, 1985) Phonics is essential for the development of word identification skills. (Johnson & Baumann, 1984) Repeated practice is necessary in order to develop automatic recognition of words, leading to fluency in reading words in context to

ultimately understand what is being read. (Samuels, 1979, 1988) The few studies on structural analysis have provided inconclusive results. (Johnson & Baumann, 1984)

A positive correlation between size of vocabulary and reading comprehension ability was found, but no causal relationship was found to exist between comprehension and vocabulary instruction. (Tierney & Cunningham, 1984) Context clues can be taught, but poor readers tend not to use them very effectively. (Johnson & Baumann, 1984) Concept based vocabulary instruction was recommended over the use of definition and context. (Johnson & Pearson, 1984)

Reading comprehension instruction has become a central focus in research. (Venezky, 1987) Comprehension instruction was limited and tended to be of an assessment nature. (Durkin, 1978-79) The research on schema theory appeared to support teaching reading through a concept development approach with an emphasis on the use of one's background knowledge to understand and interact with the text. (Tierney & Pearson, 1986) That is, students should be taught to relate the text to their own experiences, think about the meaning, and discuss what they have read. (Tierney & Pearson, 1986) Graphic organizers, such as webs and story maps, should be used to assist students in relating text to their prior knowledge, conceptualizing their

thinking and relating their experiences and thinking to the text. (Johnson & Pearson, 1984)

With respect to effective instruction through direct instruction, guided practice, and academic-engaged time, the amount of direct instruction and/or guided practice provided to students in the classroom was limited. Most of the reading time was used for monitoring students' independent work. (Duffy & McIntyre, 1982)

Poorer readers tended to be spending less time academically engaged in their independent assignments, the work assigned was harder for them, and they did not have as many strategies to complete the work as better readers. Poorer readers concentrated on completing the worksheets rather than attending to the content. (Anderson et al., 1985) Reading skills need to be taught in relationship to the text instead of the skill sheets. (Duffy et al., 1986) Poor readers were taught strategies to develop their understanding of the text, but took longer than good readers. (Duffy et al., 1987)

Several models of reading instruction have direct implication for Chapter 1 students. The models generally emphasize starting with strong modeling by the teacher with a continual decreasing of teacher direction and increasing the students' self-direction. (Pearson & Gallagher, 1983) Review,

direct instruction, guided practice, independent practice and academic-engaged time are essential components of instructional models. (Rosenshine, 1983)

With regard to studies on classroom reading instruction of low achievers, a number of studies have been conducted. Allington (1984) found different levels of reading groups in the classroom were allocated the same amount of instructional time. In order for equivalent amounts of content to be presented to and practiced by good and poor readers, poor readers need to have more time. Allington (1983) recommends reading instruction for the poor reader should include an additional reading group session, an increase in silent reading, daily reading of easy texts to improve fluency, gradually turning the instructional responsibility over to the students and decreasing the number of independent skill sheets. In general, reading instruction for poor readers needs to become more like instruction for good readers.

## General Assessment of Chapter 1 Program and Student Achievement

Chapter 1, as part of its federal educational policy and funding, requires the evaluation of the program and assessment of student achievement. The vast majority of federal and state required evaluations plus local school districts' voluntary

assessments, have concentrated on general programmatic concerns. That is, the research and evaluation have tended to look at the identification of target area schools, identification of eligible students, coordination with classroom instruction, student to instructor ratio, instructional setting, amount of service, parent involvement, and norm-referenced achievement test results on student growth. (Albrecht, 1985; Birman et al., 1987; Calfee, 1986; Cook & Hoog, 1987; Holley, 1986; McCann, 1986)

Congress (1983) mandated the national assessment of Chapter 1 which was defined as follows:

> The mandate, included in the Technical Amendments to the Education Consolidation and Improvement Act (ECIA) of 1981, required the National Institute of Education (NIE)[1] to conduct independent studies and analyses, and to report the findings to Congress. Findings were to address the following topics:
>
> 1. Services delivered;
> 2. Recipients of services;
> 3. Background and training of teachers and staff;
> 4. Allocation of funds (to school sites);
> 5. Coordination with other programs;

6. Effectiveness of programs on student's basic and higher-order academic skills, school attendance, and future education; and

7. A national profile of the way in which local educational agencies implement activities described under Section 556(b) of Chapter 1. (Birman et al., 1987, p. iii)

([1] On October 1, 1985, NIE was reorganized into the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education (ED).) (Birman et al., 1987, p. iii)

The national assessment of Chapter 1 had two valuable components. First, it was developed to provide Congress with information about current practices of Chapter 1. The final report of the national assessment of Chapter 1, entitled, The Current Operation of the Chapter 1 Program (1987), described:

1. How school districts select schools and students to participate in the program, and the effects of those decisions;

2. The quantity and characteristics of services being provided;

3. How programs are administered and changes in administrations since Title I. (p.iv)

The report presents data from surveys and intensive

> interviews in school districts and States conducted specifically for the National Assessment.
>
> Second, as background for this final report, the National Assessment drew on earlier knowledge about Title I and Chapter 1 programs generated from a variety of sources. The National Assessment provided Congress with two interim reports, and both relied heavily on this earlier data. The first interim report summarized information about the population of student whom Chapter 1 is intended to serve--educationally deprived students residing in areas with high concentrations of children from low-income families. The second interim report reviewed evidence regarding the effectiveness of Title I and Chapter 1 programs. These two interim reports were intended to provide policymakers with a broad perspective from which to view the actual Chapter 1 program practices described in this final report. (Birman et al., 1987, p. iv)

The national assessment of Chapter 1 generally found the following:

> Although Chapter 1 provides a single framework for supporting supplementary educational services, research conducted as part of the National Assessment found diversity in program implementation across school districts and

States. For example, districts differed markedly in the characteristics of the students they serve, including family income and achievement level. Since Chapter 1 permits local discretion in design of Chapter 1 programs, service also differ from one project to the next. Services may be provided in some grades and not others, they may last 20 minutes or a few hours per day, they may take place in the student's regular classroom or another setting, teachers or aides may deliver them, and they may use the same materials as the regular instructional program or different materials. (Birman et al., 1987, p. 4)

More specifically, some of the results of the national assessment of Chapter 1 were:

1. Almost all of the nation's school districts (over 90 percent) receive Chapter 1 funds. Three-fourths of all elementary schools and over one-third of middle and high schools provide Chapter 1 services. (Birman et al., 1987, p. 6)

2. About three-fourths of all Chapter 1 students are enrolled in districts and schools with poverty rates above the national midpoint. (p. 6)

3. Districts generally select schools characterized by high percentages of poor students, judged on local, but not

always national, standards. Districts generally select students who are low achievers by both local and national standards. (p. 6)

4. Among the nation's elementary schools with very high poverty rates, close to 90 percent receive Chapter 1 services. Unserved elementary schools with very high poverty rates by national standards are almost all located in districts with poverty rates above the national midpoint.

5. Many students with very low achievement levels by national standards do not receive Chapter 1 services. (p. 6)

6. A small proportion of Chapter 1 students achieve at levels close to or above the national average. (p.6)

7. Almost all Chapter 1 elementary schools (over 90 percent) rely on teachers to provide instruction either alone or with the assistance of an aide. Chapter 1 services are provided by teachers whose educational levels and years of experience are about the same as those of regular teachers. (p. 8)

8. Other features of effective instruction--for example, active teacher direction and coordination with the regular program--are found in some Chapter 1 schools but not others. (p. 8)

9. Chapter 1 continues to be primarily an elementary school program that offers basic skills instruction in reading and mathematics. Services in elementary schools typically are provided outside the regular classroom for about 30 to 35 minutes each day, although the number of minutes varies across districts and schools. (p. 8)

10. Few Chapter 1 programs provide services that would substantially increase the total amount of time devoted to instruction (for example, before or after school or during the summer). (p. 8)

11. Two characteristics of effective schools, a safe and orderly climate and parent involvement, occur less often in Chapter 1 schools with high poverty rates than in Chapter 1 schools with low poverty rates. (Birman et al., 1987, p. 8)

Rowan and Guthrie (1988) summarized the results of the whole day study, that was part of the national assessment of Chapter 1:

12. The Chapter 1 projects offered instruction in small groups. It makes sense to assume that the results of past large-scale evaluations of the Chapter 1 program have been influenced by this trend, and that participation in smaller-sized Chapter 1 instructional groups has given students in the Chapter 1 "treatment" a small advantage over

students not participating in Chapter 1. At the same time, however, the small effects of the Chapter 1 program in "macro" evaluations makes sense in light of this finding. Since Chapter 1 instruction usually accounts for less than 100 hours of learning time over the course of an academic year, the effects of reduced group size on student achievement should not be large. (Rowan & Guthrie, 1988, p. 32)

13. Policymakers and practitioners should recognize that the adoption of a particular service delivery model (e.g., pullout or in-class) is not the major consideration in thinking about how to improve Chapter 1 instruction. Other variables, such as the amount of "direct" instruction or the nature of the curriculum, are more likely to affect the quality of instruction received by students. (Rowan & Guthrie, 1988, p. 33)

14. In general, participation in Chapter 1 services had very little effect on the total amount of time students spent in reading and math lessons. This was especially true of many replacement projects, and it was also true of most pullout and in-class projects. Instead of adding to the amount of time students spent in reading and math lessons, schools simply redistributed a fixed amount of instructional time

across programs. This process would not give Chapter 1 students who were "slow learners" any additional time to learn basic skills. (Rowan & Guthrie, 1988, p. 33)

As a part of the federal Chapter 1 regulations, "school districts receiving Chapter 1 funds are required to conduct a study of the sustained effects of their Chapter 1 programs." (Brown, 1987, p. 1) Numerous reports can be acquired on the sustained effects studies. (Brown, 1987; Claus & Quimper, 1987; Brown & Duffy, 1984; Bellow, 1987) In a Saginaw, Michigan, study, students receiving Chapter 1 services improved in reading, with the most significant gains being by students receiving continuous service. (Claus & Quimper, 1987) Holley believes "that huge gains in achievement will not occur through compensatory education, although small gains are possible. These are probably not additive, and the only substantial gains may be those that occur at the early grades." (Holley, 1986, p. 1)

In summary, federal and state required evaluations of Chapter 1, as well as school districts' voluntary efforts to assess the Chapter 1 program have generally been limited to programmatic concerns. The assessment has generally evaluated the identification of target area schools, identification of eligible students, coordination with classroom instruction,

student-to-instructor ratio, instructional setting, amount of service, parent involvement and achievement test results on student growth. The amount of information gained as to what makes a difference in Chapter 1 has been limited.

The trend is to begin viewing the actual instructional components as opposed to just the general programmatic differences. In that respect, researchers at John Hopkins University have been working on identifying instructional programs that seem to work with low-achieving students. (Slavin, 1987)

## Research on Chapter 1 Reading Instruction

Research is limited as to areas and amount of reading instruction provided by Chapter 1 teachers. The national assessment of Chapter 1 report, only briefly touches on reading instruction. (Birman et al., 1987) A few states and school districts have recently carried out research on the instructional aspects of Chapter 1 reading programs. These have included: New York, Iowa, Portland and Omaha. (Allington et al., 1988; Himley et al., 1986; Kushmuk, 1986; Schwarting et al., 1984) When other research occurred, the studies evaluated specific programmed learning materials and/or special district projects.

An Educational Resources Information Center (ERIC) computer search of reading instruction by Chapter 1 teachers from its new beginning in 1981 to the present produced only 40 studies. A dissertation search provided only 18. In reviewing the abstracts, it was noted that the research tended to center mostly on general programmatic concerns, rather than reading instruction.

Studies by Johnston, Allington and Afflerbach (1985); and Allington and Johnston (1986) described the relationship between classroom and Chapter 1 reading instruction. They found students were not clear as to the goals of their reading activities. In addition, there was a lack of communication between the classroom and Chapter 1 teachers resulting in very little knowledge about the objectives, strategies, and materials being used in the other instructional setting.

In the Allington and Johnston (1986) study only a small amount of direct instruction was provided through Chapter 1 reading service, with the main activity being the completion of worksheet activities that the teacher monitored. Therefore, the quality of the instruction was not increased in the Chapter 1 setting, although time-on-task increased somewhat over the independent seatwork of the students in the classroom. There was lack of direct instruction or teacher guided instruction of

reading in context for the purpose of comprehension.

Findings from other studies included:

1. About 10 percent of the Chapter 1 instructional time consisted of teacher guidance of "reading in connected text" with an emphasis on meaning. (Allington et al., 1986)

2. More instructional planning needs to take place between classroom teachers and Chapter 1 teachers.

3. The concentration of the efforts to make changes in Chapter 1 should focus on the quality of the reading instruction rather than the quantity of time.

4. Instruction tends to be fragmented between the instruction provided by the classroom teacher and the Chapter 1 teacher, with the classroom teacher taking less responsibility for the achievement of students receiving Chapter 1 instruction. (Allington & Broikou, 1988)

The Iowa Department of Public Instruction staff (1986) conducted a reading study with the purpose of finding the types of activities and time engaged in the activities. Teacher and student behaviors were reported. On-task student reading activities were categorized as, "oral reading, silent reading, comprehension, vocabulary, phonics, language, study skills and test taking." (Himley et al., 1986, p. 6) "Interactive on-task" "teacher instructional approach categories" were "cueing, presenting, monitoring, questioning, providing positive

feedback, providing negative feedback." (Himley et al., 1986, p. 7)

The study revealed some positive correlations with student achievement:

1. Number of years an instructor had with Chapter 1 showed a positive correlation to student achievement.

2. Teacher time spent with second and fourth graders on non-instructional tasks and positive feedback tasks showed a positive correlation.

3. Second and fourth grade students spent 14 percent of the time on vocabulary activities, which had a positive correlation to achievement.

4. Fourth grade student achievement showed a positive correlation with oral reading, which was 3 percent of the Chapter 1 service time.

5. For second graders, 21 percent of the teacher's time was spent on monitoring and showed a positive correlation to achievement gains.

6. For fourth graders, language, that is listening, speaking and writing showed a positive correlation to student gains. On an average, eight percent of the time was spent on language activities.

Also, the Iowa study found some negative correlations to student achievement:

1. Time spent by second graders in oral reading (4 percent of Chapter 1 reading service time), and phonics (24 percent of Chapter 1 reading service time).

2. For second graders, the larger the group size the smaller the achievement gains. The average number of students in a group was four, with the range being from one to eight.

Other results showed:

1. The second and fourth graders with higher pretest scores worked more on comprehension activities and received more instruction from teachers.

2. The lower pretest score students worked more on phonics.

3. In regard to comprehension, on an average, second graders spent 18 percent of their time on comprehension, while fourth graders spent 27 percent. (Himley et al., 1986)

A study similar to the Iowa study was conducted in Omaha, Nebraska (Schwarting, Marcuzzo and Seltzer, 1984) and reported similar results. The Omaha study found that time spent on vocabulary development and silent reading showed a positive correlation with student achievement for primary and intermediate students. The time devoted to comprehension and higher-order skills showed a positive correlation with student

achievement for intermediate grade students. Not enough time was given to comprehension and higher-order skills at the earlier years to indicate a significant correlation. Time spent on decoding, in the early years, showed a negative correlation to student achievement. The state of Nebraska is in the process of replicating the Omaha study.

A descriptive study was conducted in St. Joseph, Missouri (Cooney, 1989). The study investigated time-on-task in the classroom and Chapter 1 settings.

The final report of the national assessment of Chapter 1, The Current Operation of the Chapter 1 Program (1987), included research on reading instruction in the Chapter 1 setting, as well as the classroom. The results indicate:

1. A majority of the instructional time was spent on phonics and vocabulary rather than comprehension.

2. "Chapter 1 projects provide students with few opportunities to engage in higher-order academic skills, which some researchers believe should be a component of Chapter 1 instruction." (Birman et al., 1987, p. 8)

The whole day study report, as part of the national assessment of Chapter 1, listed a number of important results related to reading instruction:

1. In grades 2 and 4, direct instruction accounted for 50-60 percent of the allocated time, while in the secondary school it was generally 10 percent or less.

2. Higher-order skill instruction was not provided by the teacher. Students spent time on worksheets.

3. The lower-level tasks provided less coordination with the reading tasks required in regular classrooms for older students. Where higher-order instruction was provided during Chapter 1 service, students were able to handle the strategies and materials.

4. Quality of instruction was not dependent on a pull-out or in-class service delivery model.

5. On the whole, Chapter 1 teachers provided effective instruction with students participating in academic tasks. More than half of the elementary teachers provided instruction that was a follow up to skills previously introduced by the classroom teacher. (Rowan & Guthrie, 1988)

Rowan and Guthrie (1988) suggested that:

1. Chapter 1 funds might better be used to purchase add-on services that increase the amount of time students spend in basic skills instruction. By placing Chapter 1 instruction outside the regular school day, these designs not only add to instructional time, but also prevent students from

missing instruction in other academic subjects.

2. Policymakers and practitioners need to give more careful attention to the curriculum linkage between Chapter 1 and regular instruction. The implementation of "supportive" or "alternative" lesson assignments should be done only after a careful assessment of whether or not students' needs can be met by the regular curriculum. When students' needs are unmet by the regular program, alternative instructional assignments may be required; when students can be maintained at grade level with minimal support, supportive assignments are appropriate.

3. Chapter 1 projects at all levels should expose students to higher-order thinking skills, especially opportunities to read connected text and to apply mathematics to real world problems. Although the focus of Chapter 1 instruction on basic skills provides students with useful review and practice, as students become older this review does little to support student learning in the regular classroom curriculums.

4. Chapter 1 projects in secondary schools should move away from self-paced instructional formats that rely on independent seatwork. Too often, secondary school Chapter 1 projects allowed the materials, rather than the instructor,

to provide the instruction for Chapter 1 students. (Rowan & Guthrie, 1988, p. 34)

Kushmuk's (1986) study entitled, "Effective Chapter 1 Practices in the Portland Public Schools," reported that supposedly effective schools (based on achievement gains) had in reality a wide range management and types of instruction taking place. In one classroom with Chapter 1 students, the setting was one of teacher-directed activities in decoding, reading aloud with ongoing questions to check for comprehension and continual reinforcement. Another classroom was described as having students in a small group working independently on worksheet activities with little on-task behavior and ineffective management by the teacher.

In a related study of Oklahoma City Public Schools, Koenke (1988) summarized by stating:

> In general a more effective Chapter 1 remedial reading teacher allocated more time to reading, interacted more with the students, provided some challenge in the lesson content, asked opinion questions and higher-order questions, used feedback that sustained interaction, praised sparingly for truly superior work, used occasional mild desists to control student behavior, and (at the elementary level) used more one-to-one instruction. (Koenke, 1988, p. 709)

Research on the inclusion of higher-order thinking skills in Chapter 1 instruction is limited. More than 2,000 districts were surveyed, but only a quarter of the districts included higher-order thinking skills in their Chapter 1 program (Ascher, 1987)

Concern that a comprehensive program of reading instruction be provided Chapter 1 eligible students, was expressed by the International Reading Association. A committee was established and position paper developed on the reauthorization of Chapter 1. One of the major issues addressed was the reading instruction received by students. Recommendations included providing instruction in "word recognition strategies" with adequate time for reinforcement and reading words in connected text. Also, "comprehension, critical reading, and study strategies" were considered essential. (Roettger et al., 1985, p. 3)

## Summary

In summary, there is only a limited amount of research on Chapter 1 reading instruction provided by Chapter 1 teachers. The research on Chapter 1 reading instruction that has been conducted, has prepared the way for more in-depth review of types, amount, and quality of reading instruction being provided to Chapter 1 eligible students. In addition, the research on

reading instruction in the classroom; and Chapter 1 general programmatic and student achievement research have established a foundation for conducting more intensive research on Chapter 1 reading instruction.

# CHAPTER III

# ACTION PLAN

## Statement of the Problem

The purpose of this study was to investigate the reading instruction service provided by Chapter 1 teachers in the Chapter 1 setting of the Minneapolis Public Schools. The questions explored were:

1. Was a comprehensive program of instruction being provided?

2. What was the allocation of time to decoding, vocabulary and comprehension instruction?

3. Was there a relationship between the allocation of time to comprehension instruction by teachers and the number of college courses in reading instruction completed?

4. Was there a need for additional staff development on reading instruction?

## Population

The Chapter 1 reading instruction study included all the Chapter 1 contracted and hourly rate teachers working with groups of students eligible and participating in Chapter 1 reading service in kindergarten through eighth grade in the Minneapolis Public Schools. The 47 Chapter 1 schools had a total of 143 Chapter 1 teachers with 109 providing service to

students in Chapter 1 reading groups. Reading surveys were sent to all the Chapter 1 teachers who had Chapter 1 reading groups in October, 1988, as identified by the building Chapter 1 coordinators. A proportional random sampling procedure was used to select teachers for observations/interviews. All teachers taught at least one third grade reading group in a "pullout" setting.

## Design of the Instrument

A copy of the survey instrument is included as Appendix D. The 19 questionnaire items are included in the Chapter IV analysis.

Questions and statements for the Chapter 1 reading survey were developed from research which examined the history, models and reading instruction in the classroom and Chapter 1 programs. Also, some questions with revisions, were from the National Chapter 1 Neglected and Delinquent Program Evaluation, Chapter 1 Teacher Questionnaire, working draft (1988). In addition, suggestions were used from the staffs of the Chapter 1 Technical Assistance Centers in Indianapolis and Kansas City; and the Chapter 1 research results from Iowa and Nebraska. Revisions were made from the information acquired through field testing and discussions with thesis committee members.

The survey contained six sections: Teaching responsibilities, Chapter 1 reading groups, reading instruction, communication with classroom teachers, general, and background. The first section of the survey, teaching responsibilities, confirmed that teachers completing the survey were paid by Chapter 1 and had at least one Chapter 1 reading group. The teachers checked or filled in a number in response to the questions.

Section two, Chapter 1 reading groups, requested teachers to total the number of students they served, and identify grade levels. Another question asked the percentage of time spent on reading instruction, personal/social development and noninstructional tasks, with total estimates to equal 100 percent.

Section three, reading instruction, was the major part of the survey. Teachers were to check how much time they spent on specific decoding, vocabulary and comprehension skills. Respondents were to use grade three as a reference. If the teachers did not have a grade three group, they were requested to identify the grade level for which they had the largest number of students.

Following this question, respondents were to estimate the percentage of time spent on decoding, vocabulary and comprehension instruction totaling 100 percent. Also, they were to estimate the percentage of time spent on presenting, monitoring, and guiding silent reading and guiding oral reading. In addition, teachers were to check how often they used the instructional materials listed.

The remaining three sections included general questions. In the communication with classroom teacher section, statements were designed for a checked response to types and frequency. Another section required a "fill-in-the-blank-response" to statements on the factors promoting and obstructing learning. The final section on background, required filling in blanks with numbers for years in teaching, degrees, staff development sessions and college courses.

## Design of Observation and Interview Tools

Copies of the observation (Appendix H) and interview tools (Appendix I) are included. The information acquired is included in the Chapter IV analysis.

Observational procedures were developed with assistance from thesis chairperson; staff of Chapter 1 Technical Assistance Centers in Kansas City and Indianapolis; Spradley's Participant Observation (1980); and chapter four of the Handbook of Reading

Research. "Ethnographic Approaches to Reading Research." (Guthrie & Hall, 1984)

An ethnographic approach of scripting was chosen to provide the opportunity for a more open view of the Chapter 1 reading instructional setting. Observational focus was on the reading instruction provided, and was developed to complement (not for direct comparison with) the the Chapter 1 reading survey. Additional focus was provided through field testing the observational procedures and interview tool.

Observation selection was through a random sample that was proportionally represented by Chapter 1 contract and hourly rate teachers with at least one third grade group; geographical divisions of the district; and school programs (contemporary, continuous progress, fundamental, and open). For the observations, 12 Chapter 1 reading teachers with at least one third grade group were selected.

All statements, questions and comments by the Chapter 1 reading teachers observed were scripted. An audio recording, using a small cassette recorder, was made of each observed session to insure the acquiring of any information not scripted at the time of the observation.

An interview followed immediately or shortly after each observation to determine if the situation observed was typical. Discussion included what the teacher viewed as the needs of the students, other types of skills the teacher developed with students, and the answering of any questions the teacher might have about the observation.

## Data Collection

The following section outlines the procedures used in the initiation, administration, and analysis of relevant information for this study.

1. Permission to conduct the research study was requested through the Minneapolis Public Schools, Research Request form. A copy of the completed and approved Research Request is included as Appendix A.

2. Review of the literature on Chapter 1 program research, and current research on reading instruction, especially that on comprehension was completed.

3. Chapter 1 building coordinators, at a city-wide Chapter 1 meeting, were requested to identify the Chapter 1 teachers in their buildings, the grade levels serviced and whether the instructional setting was pullout or in the regular classroom.

4. Discussions (in person or via the telephone) were held with 10 national/regional Chapter 1 or reading educational leaders for suggestions on the content and format of the Chapter 1 reading survey. After the initial development of the survey, follow-up discussions were held with four of these leaders.

5. Additions and changes were made to the questionnaire and cover letter and the instrument was field tested by 13 people. The field-test group included the following people: three members of the thesis committee; two regional Chapter 1 leaders; and within the Minneapolis Public Schools, one Chapter 1 administrator, one research/evaluation department administrator, and eight current or former Chapter 1 teachers who do not presently have Chapter 1 reading groups.

6. Recommended additions, deletions and changes were made to the cover letter and survey based on the results of the field test. The changes mainly consisted of rewording questions for clarification.

7. A list of all the Chapter 1 reading teachers, as identified through the Chapter 1 Teacher Group/Grade Level form was developed. Each teacher was identified by a number. Each survey was coded with a blue number, only for the purpose of following up on surveys not returned.

8. Computerized address labels were run for the Chapter 1 reading teachers. Surveys were mailed and returned through the school mail.

9. One hundred and nine Chapter 1 teachers were sent surveys (Appendix D) with cover letters (Appendix C). All the teachers identified as having Chapter 1 reading groups in the Minneapolis Public Schools, kindergarten through grade eight were sent surveys.

10. Seventy-seven surveys or 71 percent were returned by the two and one-half week deadline.

11. A follow-up cover letter (Appendix E) and survey were sent to people who did not return the survey by the deadline. The surveys were coded with the same number as the original survey sent, but the number was in green. Surveys were sent through the United States mail with a stamped, return envelope enclosed.

12. Twenty-four more surveys were returned through the follow-up letter.

13. Chapter 1 building coordinators were called about the remaining surveys not returned.

14. Four surveys were returned through follow-up calls to the building coordinators.

15. In total, 105 of the 109 surveys sent were returned, with a return rate of 96.3 percent.

16. The results were compiled from 95 surveys which represents 87.2 percent of the 109 surveys sent. The 10 that were not compiled included: two of teachers with long-call substitute teachers, three teachers that had just started Chapter 1 computer groups on the Higher Order Thinking Skills (HOTS) program, four teachers were only teaching Chapter 1 mathematics groups, and one teacher that was no longer being paid out of Chapter 1 funds.

17. Data was compiled by grade levels; amount of reading instruction in decoding, vocabulary and comprehension, and Chapter 1 contract and hourly rate teachers.

18. Data was tabulated to reflect frequencies of response to the choices for each item.

19. Frequencies were represented by percentage for grade levels, types of instruction and teacher position.

20. The written answers from the General Section were analyzed by categorizing the responses, tabulating them by frequency and reporting as percentages.

21. Discussions (in person or via the telephone) were held with four national/regional Chapter 1 or reading educational leaders for suggestions on the observation and interview process and procedures.

22. A list of all the Chapter 1 teachers, with at least one third grade reading group in a pullout setting, as identified through the Chapter 1 Teacher Group/Grade level form, was developed.

23. Observation selection was through a random sample that was proportionally represented by Chapter 1 contract and hourly rate teachers with third grade groups; geographical divisions of the district; and school programs (contemporary, continuous progress, fundamental and open). For the observations, 12 Chapter 1 reading teachers with at least one third grade group were selected.

24. A field testing of the observation and interviews was conducted with two people not randomly selected for observation.

25. Letters were sent to the twelve people to be observed explaining the observation and follow-up interviews. A copy of the letter is included as Appendix G.

26. Teachers were called within a week to further explain the observation/interview procedures, answer any questions and set times for the observation and interview.

27. An ethnographic approach was used for the observations, in which everything the teachers said was scripted by the author of this study. Sessions were audio recorded to insure

accuracy. A general observation form was used to note the setting. A copy is included as Appendix H.

28. Interviews centered on how typical was the situation observed and what other instruction the teachers provided. A copy of the form is included as Appendix I.

29. After the observation, teachers statements were identified as:

a. reading instruction (decoding, vocabulary, comprehension),

b. personal/social development or

c. noninstructional tasks.

Then reading instruction was identified as:

a. presenting and/or explaining to group,

b. monitoring students' independent work,

c. guiding silent reading, or

d. guiding oral reading.

Statements identified as decoding, vocabulary or comprehension instruction were further categorized using the skill areas in question number eight on the Chapter 1 Reading Survey.

30. After each teacher statement was identified, each category was tabulated by frequency. An amount of time in each area was estimated on the number of teacher statements made in an area.

31. General information related to the observations/ interviews was included.

32. Conclusions were drawn from the results of the survey, observations and interview, and recommendations were developed using the data and information acquired, and the literature reviewed.

# CHAPTER IV

## ANALYSIS OF THE DATA

### Introduction

The purpose of this study was to investigate the reading instruction service provided by Chapter 1 teachers in the Chapter 1 setting of the Minneapolis Public Schools. In Chapter 1 of this report, the study was introduced and the need for the study explained. The pertinent literature was reviewed in-depth in Chapter II. Chapter III explained the action plan, procedures and manner of data collection. In this chapter, the data is organized and analyzed.

### Demographic Data

As of October, 1988, the Minneapolis Public Schools had 47 Chapter 1 schools with a total of 143 Chapter 1 teachers with 109 providing service to students in Chapter 1 reading groups. Reading surveys (Appendix D) were sent to all the Chapter 1 teachers who taught reading groups. A proportional random sampling procedure was used to select teachers for observations/ interviews. All the teachers taught at least one third grade reading group in a pullout setting.

For the Chapter 1 Reading Survey the overall return rate was 96.3 percent; of the 109 surveys sent 105 were returned. The results were compiled from 95 surveys which represents 87.2

percent of the 109 surveys. The 10 surveys not included were from teachers who did not have Chapter 1 reading groups as of December, 1988.

The data was analyzed first by position, (contract teachers and hourly rate teachers) and then as a total Chapter 1 teaching staff. Data was also analyzed by grade level. In order to analyze the data and because of the small number of responses at some grade levels, some of the grade levels were combined.

Grade combinations were used to categorize the responses to question seven, which are presented in Tables 4.1-4.3. The 95 respondents were categorized according to the grade levels they instructed. For example, teachers who identified that they taught kindergarten, first, second or third grade, or a combination of the grades, in question six, were included in the kindergarten through third grade combination. The kindergarten through sixth grade combination did not include teachers from the separate kindergarten through third grade or fourth through sixth grade combinations.

Other grade combinations were used for other questions. For questions 8 and 10-13, the teachers identified a grade level that they used as a reference. There were only a few responses for grades four through eight, so grades four through six were combined as were grades seven and eight. In comparing

college-level courses in reading instruction to time spent on reading comprehension instruction (Tables 4.24 and 4.25), the same individual grades and grade combinations were used.

The survey contained six sections: teaching responsibilities, Chapter 1 reading groups, reading instruction, communication with classroom teachers, general, and background. The major results of the 19 questionnaire items, in the six sections, are included in this chapter. The 19 items are in order in the text. Most of the items also have the results presented in a table. The table heading lists the question/statement from the Chapter 1 Reading Survey. Additional tables are included to compare data. Tables are included to assist in clarifying the results. Percentages in the tables are rounded to a tenth of a percent which accounts for slight deviations from 100 percent.

Teaching Responsibilities

1. Of all the respondents, 37 (38.9 percent) were contract teachers and 58 (61.1 percent) were hourly rate teachers.
2. Of contract teachers, 29 (78.4 percent) were employed less than full time from Chapter 1 funds, and 21 (56.8 percent) were paid half time or less. Almost all of the contract teachers worked full time, and local district funds were used to provide groups instruction and/or assist in coordinating the local and

Chapter 1 program in the building.

3. Of hourly rate teachers, 46 (79.3 percent) worked 15 hours a week.

4. The number of Chapter 1 reading groups assigned per individual teacher, ranged from one to nine, with contract and hourly rate teachers having similar numbers of groups.

Chapter 1 Reading Groups

5. The total number of students served by the teachers, ranged from 3 to 56 students. Fifty-six (62.1 percent) of the teachers served between 8 and 20 students. There was no substantial difference between number of students serviced from Chapter 1 funds by contract and hourly rate teachers. Many contract teachers also provided instruction to other students and were compensated from local district funds.

6. The Chapter 1 contract and hourly rate teachers generally taught students at more than one grade level. The focus for the largest group of contract and hourly rate teachers, 37.9 percent or 36 teachers, was a combination of kindergarten through third grade. The second highest focus was a combination of kindergarten through sixth grade with 21.1 percent or 20 teachers.

7. There was no significant difference between contract and hourly rate teachers relative to time allocated for instruction

and noninstructional activities. (Table 4.1)

A total of 76.2 percent of the teachers who taught one or more grades of kindergarten through sixth spent at least 71 percent of the time on reading instruction, whereas only 36.4 percent of the junior high teachers spent at least 71 percent of the time on reading instruction. The more limited amount of time at the junior high level may result from time devoted to personal/social development concerns.

The responses to survey question 7b., personal/social development, are represented in Table 4.2. The teachers with combinations of kindergarten through third grade directed the least amount of time to personal/social development with 54.9 percent (28) spending less than 11 percent. Junior high teachers directed the most time, with 72.8 percent (8) of the teachers spending between 21 and 40 percent. The amount of time devoted to personal/social development increased as the grade levels increased.

The responses to survey question 7c., noninstructional tasks, are included in Table 4.3. For all respondents, the least amount of actual contact time occurred in the area of noninstruction, with a similar pattern of responses across all grade combinations. Sixty-four percent of all teachers devoted less than 6 percent of the time to noninstructional tasks.

Table 4.1

Item 7a. - In general, what percentage of your actual time with your Chapter 1 reading groups is spent on reading instruction?

| Percent of Time on Reading Instruction | Grades K-3 (N=51) | | Grades 4-6 (N=12) | | Grades K-6 (N=21) | | Grades 7-8 (N=11) | |
|---|---|---|---|---|---|---|---|---|
| | # | Percent | # | Percent | # | Percent | # | Percent |
| 91-100 | 5 | 9.8 | 0 | 0.0 | 2 | 9.6 | 0 | 0.0 |
| 71-90 | 35 | 68.6 | 7 | 58.3 | 15 | 71.4 | 4 | 36.4 |
| 41-70 | 11 | 21.6 | 5 | 41.7 | 4 | 19.0 | 4 | 36.4 |
| 31-40 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 18.2 |
| 0-30 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 9.1 |

Table 4.2

Item 7b. - In general, what percentage of your actual time with your Chapter 1 reading groups is spent on personal/social development?

| Percent of Time on Personal/ Social | Grades K-3 (N=51) | | Grades 4-6 (N=12) | | Grades K-6 (N=21) | | Grades 7-8 (N=11) | |
|---|---|---|---|---|---|---|---|---|
| | N | Percent | N | Percent | N | Percent | N | Percent |
| 41-100 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 31-40 | 1 | 2.0 | 1 | 8.3 | 0 | 0.0 | 4 | 36.4 |
| 21-30 | 9 | 17.6 | 4 | 33.3 | 3 | 14.3 | 4 | 36.4 |
| 11-20 | 13 | 26.5 | 3 | 25.0 | 5 | 23.8 | 2 | 18.2 |
| 6-10 | 15 | 29.4 | 4 | 33.3 | 8 | 38.1 | 1 | 9.1 |
| 0-5 | 13 | 25.5 | 0 | 0.0 | 5 | 23.8 | 0 | 0.0 |

Table 4.3

Item 7c. - In general, what percentage of your actual time with your Chapter 1 reading groups is spent on noninstructional tasks?

| Percent of Time on Noninstructional tasks | Grades K-3 (N=51) | | Grades 4-6 (N=12) | | Grades K-6 (N=21) | | Grades 7-8 (N=11) | |
|---|---|---|---|---|---|---|---|---|
| | N | Percent | N | Percent | N | Percent | N | Percent |
| 61-100 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 41-60 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 9.1 |
| 21-30 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 11-20 | 2 | 3.9 | 2 | 16.7 | 2 | 9.5 | 2 | 18.2 |
| 6-10 | 16 | 31.4 | 2 | 16.7 | 4 | 19.0 | 2 | 18.2 |
| 0-5 | 32 | 62.7 | 8 | 66.7 | 15 | 71.4 | 6 | 54.5 |

Reading Instruction

The following introduction to the section on reading instruction was given:

If you have at least one grade 3 group, base your answers on the instruction you provide your grade 3 group(s).

If you do not have at least one grade 3 group, choose the grade level for which you have the largest number of students.

8. How much time have you spent so far this school year working with your students on the following reading skills?

Choices offered the teachers for responding to this question were: "a lot of time," "some, but not a lot," "a little time" and "none." For the purpose of quantifying and analyzing, responses were assigned numbers according to this design: 1, 2, 3, 4; mean scores were then calculated for each skill under decoding, vocabulary, and comprehension.

There was no substantial difference in the responses between contract and hourly rate teachers to question eight. However, for both groups of teachers there were significant differences in the amount of time devoted to certain skills at different grade levels. Within a grade, some of the responses concerned with specific skill areas indicated a wide range in the amount of time devoted to a skill.

By contrast, certain skills which by definition share a relationship in the development of reading competence showed similar responses in the amount of time spent. Such related skills which showed similar amount of time for a grade or grade combination, were grouped together for analysis and representation on a table. A rating for each related skill area was determined by averaging the ratings for each of the individual skills within the area.

Related to decoding, the responses to the skill of reading readiness (likenesses and differences: auditory and visual), rhyming words and letter names were similar. The results were grouped and included in Table 4.4. The teachers, who used kindergarten and grade one as grade references, spent "a lot of time" on the skills, with 100 percent (4) for kindergarten and 63.2 percent (12) for grade one. By second grade, 66.7 percent (4) of the teachers were only spending "a little time".

The responses to the decoding skills of beginning consonant sounds, medial consonant sounds, final consonant sounds were grouped. The responses are included in Table 4.5. For the grade one respondents, 40.9 percent (9) spent "a lot of time" and 50.0 percent (11) spent "some, but not a lot of time" on beginning, medial and final consonants. From first to third grade, the majority of the teachers spent at least "some, but

Table 4.4

Item 8. - How much time have you spent so far this school year working with your students on decoding: reading readiness, rhyming words and letter names?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 4 | 100.0 | 12 | 63.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Some, but not a lot | 0 | 0.0 | 7 | 36.8 | 1 | 16.7 | 4 | 11.4 | 1 | 7.7 | 0 | 0.0 |
| A little time | 0 | 0.0 | 0 | 0.0 | 4 | 66.7 | 18 | 51.4 | 2 | 15.4 | 2 | 25.0 |
| None | 0 | 0.0 | 0 | 0.0 | 1 | 16.7 | 13 | 37.1 | 10 | 76.9 | 6 | 75.0 |

Number of Missing Observations = 10

Table 4.5

Item 8. - How much time have you spent so far this school year working with your students on decoding: beginning, medial, and final consonant sounds?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0.0 | 9 | 40.9 | 1 | 16.7 | 4 | 10.5 | 2 | 15.4 | 0 | 0.0 |
| Some, but not a lot | 1 | 25.0 | 11 | 50.0 | 3 | 50.0 | 17 | 44.7 | 1 | 7.7 | 1 | 12.5 |
| A little time | 3 | 75.0 | 2 | 9.1 | 1 | 16.7 | 12 | 31.6 | 3 | 23.1 | 3 | 37.5 |
| None | 0 | 0.0 | 0 | 0.0 | 1 | 16.7 | 5 | 13.2 | 7 | 53.8 | 4 | 50.0 |

Number of Missing Observations = 4

not a lot of time". Fifty-five percent (21) of grade three respondents spent more than "a little" amount of time on the skills.

The responses to the decoding skills of short vowels, long vowels, and vowel digraphs/diphthongs/controlled by r, w and l had similar profiles. The results were grouped for a combined analysis. The responses are presented in Table 4.6. Teachers that used grade three as a reference spent the most time on vowels, with 68.4 percent (26) spending "a lot of time" and 28.9 percent (11) spending "some, but not a lot of time". The respondents for grades lower and higher than grade three spent progressively less time on vowels.

Responses to the decoding skills for root words, prefixes and suffixes were grouped for analysis. The responses are included in Table 4.7. Teachers of grades four through six spent the greatest amount of time on the skills, with 38.5 percent (5) spending "a lot of time", and 61.5 percent (8) spending "some, but not a lot of time". Results from grade three; and grades seven and eight showed less time spent on root words, prefixes and suffixes than in grade four through six. For grade three, 20.5 percent (8) spent "a lot of time" and 41.0 percent (16) spent "some, but not a lot of time" on root words, prefixes and suffixes.

Table 4.6

Item 8. - How much time have you spent so far this school year working with your students on decoding: long and short vowels; and vowel digraphs/diphthongs/controlled by r, w, and l?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0.0 | 1 | 5.0 | 2 | 33.3 | 26 | 68.4 | 5 | 38.5 | 0 | 0.0 |
| Some, but not a lot | 0 | 0.0 | 5 | 25.0 | 2 | 33.3 | 11 | 28.9 | 3 | 23.1 | 2 | 22.2 |
| A little time | 0 | 0.0 | 9 | 45.0 | 2 | 33.3 | 1 | 2.6 | 4 | 30.8 | 5 | 55.6 |
| None | 4 | 100.0 | 5 | 25.0 | 0 | 0.0 | 0 | 0.0 | 1 | 7.7 | 2 | 22.2 |

Number of Missing Observations = 5

Table 4.7

Item 8. - How much time have you spent so far this school year working with your students on decoding: root words, prefixes and suffixes?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 8 | 20.5 | 5 | 38.5 | 2 | 20.0 |
| Some, but not a lot | 0 | 0.0 | 0 | 0.0 | 1 | 16.7 | 16 | 41.0 | 8 | 61.5 | 6 | 60.0 |
| A little time | 0 | 0.0 | 0 | 0.0 | 2 | 33.3 | 10 | 25.6 | 0 | 0.0 | 1 | 10.0 |
| None | 4 | 100.0 | 21 | 100.0 | 3 | 50.0 | 5 | 12.8 | 0 | 0.0 | 1 | 10.0 |

Number of Missing Observations = 2

The second part of question eight was in regard to the amount of time devote to vocabulary development. Oral language development and reading aloud to students were included in the vocabulary section. (Table 4.8) Oral language development showed priority across all of the grade levels, with at least 60.0 percent of the respondents for each grade category spending "some" or "a lot of time" on the area. The large amount of time spent on oral language development might be the result of the interactive setting of the Chapter 1 instruction.

The responses to reading aloud to students are presented in Table 4.9. All but five respondents (89.5 percent) spent at least "a little time" reading aloud to students, with at least 64.2 percent of them spending "a lot" or "some time" on reading aloud. When analyzing the data for junior high 45.5 percent (5) spent "a lot of time" and 45.5 percent (5) spent "some, but not a lot of time" on reading aloud to students.

The responses to sight words are included in Table 4.10. Eighty-three percent (5) of the grade two respondents spent "a lot of time" on sight words. For all grades, except kindergarten, at least 34.2 percent of the respondents for each grade category spent "a lot of time" on sight words. At least 70.0 percent of the respondents for each grade category, except for kindergarten, spent "some" or "a lot of time" on sight words.

Table 4.8

Item 8. - How much time have you spent so far this school year working with your students on vocabulary: oral language development?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 3 | 75.0 | 15 | 68.2 | 2 | 40.0 | 21 | 55.3 | 9 | 69.2 | 4 | 36.4 |
| Some, but not a lot | 1 | 25.0 | 4 | 18.2 | 1 | 20.0 | 12 | 31.6 | 3 | 23.1 | 6 | 54.5 |
| A little time | 0 | 0.0 | 2 | 9.1 | 2 | 40.0 | 4 | 10.5 | 1 | 7.7 | 1 | 9.1 |
| None | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 1 | 2.6 | 0 | 0.0 | 0 | 0.0 |

Number of Missing Observations = 2

Table 4.9

Item 8. - How much time have you spent so far this school year working with your students on vocabulary: reading aloud to students?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 1 | 25.0 | 4 | 18.2 | 0 | 0.0 | 8 | 20.5 | 3 | 23.1 | 5 | 45.5 |
| Some, but not a lot | 2 | 50.0 | 11 | 50.0 | 2 | 33.3 | 17 | 43.6 | 3 | 23.1 | 5 | 45.5 |
| A little time | 1 | 25.0 | 7 | 31.8 | 2 | 33.3 | 11 | 28.2 | 7 | 53.8 | 1 | 9.1 |
| None | 0 | 0.0 | 0 | 0.0 | 2 | 33.3 | 3 | 7.7 | 0 | 0.0 | 0 | 0.0 |

Table 4.10

Item 8. - How much time have you spent so far this school year working with your students on vocabulary: sight words?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0.0 | 9 | 40.9 | 5 | 83.3 | 13 | 34.2 | 6 | 46.2 | 4 | 40.0 |
| Some, but not a lot | 2 | 50.0 | 7 | 31.8 | 1 | 16.7 | 19 | 50.0 | 5 | 38.5 | 3 | 30.0 |
| A little time | 0 | 0.0 | 4 | 18.2 | 0 | 0.0 | 4 | 10.5 | 1 | 7.7 | 2 | 20.0 |
| None | 2 | 50.0 | 2 | 9.1 | 0 | 0.0 | 2 | 5.3 | 1 | 7.7 | 1 | 10.0 |

Number of Missing Observations = 2

The responses to the vocabulary skills of antonyms, synonyms, multiple meanings, homonyms/homographs, word meanings, context clues to determine meaning, and figurative meaning were similar. A rating for each related skill area was determined by averaging the rating for each of the individual skills within each area. The responses are presented in Table 4.11. For grade three, 18.9 percent of the respondents spent "a lot of time" and 62.1 percent spent more than "a little amount of time" on the skills. For grades four through six, 69.2 percent (9) of the respondents spent only "some, but not a lot of time". The responses for grades seven and eight indicated only three teachers spend "a lot of time".

The third part of question eight was in regard to the amount of time spent on comprehension. The responses to main idea/details are included in Table 4.12. All the grade two through eight respondents, except for one, spent more than "a little" amount of time on main idea/details. For grades three through eight, at least 72.7 percent of the respondents for each grade category spent "a lot of time" on the skill area.

The responses to the comprehension skill of sequence are included in Table 4.13. At least 25.0 percent of the respondents at each grade category spent "a lot of time" on sequence. At least 77.0 percent of the respondents at each

Table 4.11

Item 8. - How much time have you spent so far this school year working with your students on vocabulary: antonyms, synonyms, multiple meanings, homonyms/homographs, word meanings, context clues to determine meaning, and figurative meaning?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 7 | 18.9 | 4 | 30.8 | 3 | 50.0 |
| Some, but not a lot | 0 | 0.0 | 1 | 4.8 | 3 | 50.0 | 16 | 43.2 | 9 | 69.2 | 2 | 33.3 |
| A little time | 1 | 25.0 | 11 | 52.4 | 1 | 16.7 | 14 | 37.8 | 0 | 0.0 | 1 | 16.7 |
| None | 3 | 75.0 | 9 | 42.9 | 2 | 33.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

Number of Missing Observations = 6

Table 4.12

Item 8. - How much time have you spent so far this school year working with your students on comprehension: main idea/details?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0.0 | 7 | 33.3 | 3 | 50.0 | 31 | 79.5 | 11 | 84.6 | 8 | 72.7 |
| Some, but not a lot | 2 | 50.0 | 3 | 14.3 | 3 | 50.0 | 7 | 17.9 | 2 | 15.4 | 3 | 27.3 |
| A little time | 1 | 25.0 | 6 | 28.6 | 0 | 0.0 | 1 | 2.6 | 0 | 0.0 | 0 | 0.0 |
| None | 1 | 25.0 | 5 | 23.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

Number of Missing Observations = 1

Table 4.13

Item 8. - How much time have you spent so far this school year working with your students on comprehension: sequence?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 1 | 25.0 | 8 | 36.4 | 2 | 33.3 | 17 | 43.6 | 5 | 38.5 | 6 | 54.5 |
| Some, but not a lot | 1 | 25.0 | 9 | 40.9 | 4 | 66.7 | 17 | 43.6 | 5 | 38.5 | 3 | 27.3 |
| A little time | 1 | 25.0 | 4 | 18.2 | 0 | 0.0 | 3 | 7.7 | 3 | 23.1 | 2 | 18.2 |
| None | 1 | 25.0 | 1 | 4.5 | 0 | 0.0 | 2 | 5.1 | 0 | 0.0 | 0 | 0.0 |

grade category, except kindergarten, spent more than "a little time" on sequence. It was interesting to note that one teacher who spent "a lot of time" on sequence in kindergarten, did not indicate that "a lot of time" was spent on main idea.

The comprehension skills of making inferences, draving conclusions/generalizations, identifying cause and effect, predicting outcomes, and distinguishing fact and opinion had similar responses for a grade level. The responses were grouped for analysis and are included in Table 4.14. The amount of time spent on the skill areas increased from kindergarten to grades seven and eight. By grade three, at least 21.1 percent of the respondents were spending "a lot of time" and at least 68.5 percent were spending "a lot" or "some time" on the skills.

In MPS, staff development sessions of the Chapter 1 supplementary reading program have emphasized comprehension for over ten years. Many of the Chapter 1 teachers have attended the Chapter 1 reading staff development sessions, as well as joint local language arts/Chapter 1 reading inservice sessions with an emphasis on comprehension instruction.

Independent silent reading was included in the comprehension area. The responses are presented in Table 4.15. The majority of the teachers for grades one and two indicated that "none" of the time was spent on independent silent reading. For grades

Table 4.14

Item 8. - How much time have you spent so far this school year working with your students on comprehension: inference, drawing conclusions/generalizations, cause and effect, predicting outcomes, and fact and opinion?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 8 | 21.1 | 4 | 30.8 | 4 | 44.4 |
| Some, but not a lot | 0 | 0.0 | 1 | 5.0 | 3 | 50.0 | 18 | 47.4 | 8 | 61.5 | 3 | 33.3 |
| A little time | 1 | 25.0 | 11 | 55.0 | 2 | 33.3 | 9 | 23.7 | 1 | 7.7 | 2 | 22.2 |
| None | 3 | 75.0 | 8 | 40.0 | 1 | 16.7 | 3 | 7.9 | 0 | 0.0 | 0 | 0.0 |

Number of Missing Observations = 5

Table 4.15

Item 8. - How much time have you spent so far this school year working with your students on comprehension: independent silent reading?

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| A Lot of time | 0 | 0 .0 | 3 | 14.3 | 0 | 0.0 | 7 | 18.4 | 0 | 0.0 | 4 | 36.4 |
| Some, but not a lot | 0 | 0.0 | 2 | 9.5 | 0 | 0.0 | 10 | 26.3 | 4 | 30.8 | 4 | 36.4 |
| A little time | 1 | 25.0 | 4 | 19.0 | 3 | 50.0 | 9 | 23.7 | 8 | 61.5 | 3 | 27.3 |
| None | 3 | 75.0 | 12 | 57.1 | 3 | 50.0 | 12 | 31.6 | 1 | 7.7 | 0 | 0.0 |

Number of Missing Observations = 2

three through six a majority of the teachers indicated that "a little time" or "none" of the time was spent on independent silent reading. Even at grades seven and eight the majority of teachers spent at the most "some, but not a lot of time". According to the literature, independent silent reading should be emphasized more at all grade levels to give students an opportunity to practice the skills/strategies learned, focus on meaning, practice reading connected text and develop an enjoyment for reading. (Allington, 1983)

9. There was no significant difference between contract and hourly rate teachers relative to the configuration of time devoted to decoding, vocabulary and comprehension. (Tables 4.15, 4.16 and 4.17)

For grade one, the largest percentage of teachers (32.5) devoted 41 to 60 percent category of reading instruction to decoding whereas, the second and third grades averaged 47.4 percent and 43.9 percent, respectively. (Table 4.16) The largest number of respondents in all other grades responded in the 0 to 20 percent range.

For grades two through eight, all respondents spent less than 61 percent of reading instruction on vocabulary. (Table 4.17) Between 21 and 60 percent of the reading instruction was given to vocabulary by at least 47.4 percent of the teachers at

Table 4.16

Item 9a. - Of the time you have spent on reading instruction so far this year, estimate the percentage of time you have spent on decoding.

| | Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Percent of time Decoding | N = 18 Percent | N = 40 Percent | N = 19 Percent | N = 41 Percent | N = 17 Percent | N = 7 Percent | N = 10 Percent | N = 12 Percent | N = 10 Percent |
| 81-100 | 11.1 | 5.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 61-80 | 11.1 | 20.0 | 10.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 41-60 | 16.7 | 32.5 | 36.8 | 26.8 | 5.9 | 14.3 | 0.0 | 0.0 | 0.0 |
| 21-40 | 27.8 | 30.0 | 47.4 | 43.9 | 35.3 | 28.6 | 30.0 | 0.0 | 0.0 |
| 0-20 | 33.3 | 12.5 | 5.3 | 29.3 | 58.8 | 57.1 | 70.0 | 100.0 | 100.0 |

Table 4.17

Item 9b. - Of the time you have spent on reading instruction so far this year, estimate the percentage of time you have spent on vocabulary.

| | Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Percent of time on Vocabulary | N = 18 Percent | N = 40 Percent | N = 19 Percent | N = 41 Percent | N = 17 Percent | N = 7 Percent | N = 10 Percent | N = 12 Percent | N = 10 Percent |
| 81-100 | 5.6 | 2.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 61-80 | 5.6 | 2.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 41-60 | 16.7 | 10.0 | 5.3 | 0.0 | 11.8 | 0.0 | 30.0 | 41.7 | 50.0 |
| 21-40 | 33.3 | 50.0 | 42.1 | 53.7 | 58.8 | 28.6 | 30.0 | 50.0 | 40.0 |
| 0-20 | 38.9 | 35.0 | 52.6 | 46.3 | 29.4 | 71.4 | 40.0 | 8.3 | 10.0 |

each grade level, except grade five.

Generally, the time devoted to comprehension instruction gradually increased with the grade levels. (Table 4.18) The 21 to 40 percent range showed the largest group of respondents for second (57.9 percent) and third (50.0 percent) grades. For grades four through eight, the majority of teachers spent between 41 and 60 percent of the reading instruction time on comprehension.

10. There was no significant difference between contract and hourly rate teachers in terms of time devoted to presenting and explaining, monitoring students independent work, guiding silent reading and guiding oral reading. (Tables 4.19, 4.20, 4.21 and 4.22)

A wide range of responses occurred, with regard to the amount of time spent on presenting and/or explaining to the students. (Table 4.19) At least 54.0 percent of the respondents for all grade levels spent at least 21 percent of the reading instruction time presenting and/or explaining to the group. The largest group of respondents for grades one and grades three through eight, spent between 21 and 40 percent of the reading instruction time on presenting and/or explaining.

For grade three and grade combinations four through six, and seven through eight, the largest percentage of respondents spent

Table 4.18

Item 9c. - Of the time you have spent on reading instruction so far this year, estimate the percentage of time you have spent on comprehension.

| | Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Percent of time on Comprehension | N = 18 Percent | N = 40 Percent | N = 19 Percent | N = 41 Percent | N = 17 Percent | N = 7 Percent | N = 10 Percent | N = 12 Percent | N = 10 Percent |
| 81-100 | 10.5 | 0.0 | 0.0 | 2.5 | 5.9 | 14.3 | 10.1 | 0.0 | 0.0 |
| 61-80 | 5.3 | 2.5 | 0.0 | 7.5 | 11.8 | 14.3 | 20.0 | 8.3 | 10.0 |
| 41-60 | 21.1 | 5.0 | 5.3 | 32.5 | 41.2 | 57.1 | 50.0 | 66.7 | 70.0 |
| 21-40 | 15.8 | 30.0 | 57.9 | 50.0 | 41.2 | 14.3 | 10.0 | 25.0 | 20.0 |
| 0-20 | 47.4 | 62.5 | 36.8 | 7.5 | 0.0 | 0.0 | 10.0 | 0.0 | 0.0 |

Table 4.19

Item 10a. - Of the time you have spent on reading instruction so far this year, estimate the percentage of time you have spent on presenting and/or explaining to the group.

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Percent of Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| 81-100 | 1 | 33.3 | 3 | 13.6 | 0 | 0.0 | 1 | 2.7 | 0 | 0.0 | 0 | 0.0 |
| 61-80 | 0 | 0.0 | 3 | 13.6 | 2 | 33.3 | 3 | 8.1 | 0 | 0.0 | 0 | 0.0 |
| 41-60 | 1 | 33.3 | 4 | 18.2 | 2 | 33.3 | 4 | 10.8 | 1 | 7.7 | 0 | 0.0 |
| 21-40 | 1 | 33.3 | 8 | 36.4 | 2 | 33.3 | 12 | 32.4 | 8 | 61.5 | 7 | 63.6 |
| 11-20 | 0 | 0.0 | 2 | 9.1 | 0 | 0.0 | 9 | 24.3 | 2 | 15.4 | 0 | 0.0 |
| 1-10 | 0 | 0.0 | 2 | 9.1 | 0 | 0.0 | 8 | 21.6 | 2 | 15.4 | 4 | 36.4 |

Number of Missing Observations = 3

between 21 to 40 percent of reading instruction time on monitoring students' independent work. (Table 4.20) The amount of time spent on monitoring and instruction may have been difficult for teachers to distinguish, because of the general continual interaction between the teacher and students that was observed in the observations by this researcher.

For grades one, two, and four through six, at least 84.6 percent of the respondents who used one of the grade levels as a reference, spent less than 11 percent of the reading instruction time on guiding silent reading. (Table 4.21) Grade three was substantially different, 54.0 percent of the respondents spent less than 11 percent of the reading instruction time on guiding silent reading, but 27.0 percent of the respondents spent at least 21 percent of the reading instruction time on guiding silent reading.

For grades two through eight, at least 46.2 percent of the respondents for each grade category spent between 21 and 40 percent of reading instruction time on guiding oral reading. (Table 4.22) The amount of time spent on oral reading was higher than the amount of time spent on silent reading which is dramatically in opposition to the research guidelines that appeared in the literature review.

Table 4.20

Item 10b. - Of the time you have spent on reading instruction so far this year, estimate the percentage of time you have spent on monitoring students' independent work.

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Percent of Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| 81-100 | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 61-80 | 1 | 33.3 | 0 | 0.0 | 0 | 0.0 | 1 | 2.7 | 0 | 0.0 | 1 | 9.1 |
| 41-60 | 1 | 33.3 | 7 | 31.8 | 1 | 16.7 | 5 | 13.5 | 1 | 7.7 | 1 | 9.1 |
| 21-40 | 0 | 0.0 | 6 | 27.3 | 0 | 0.0 | 11 | 29.7 | 5 | 38.5 | 5 | 45.5 |
| 11-20 | 0 | 0.0 | 2 | 9.1 | 4 | 66.7 | 9 | 24.3 | 3 | 23.1 | 2 | 18.2 |
| 1-10 | 0 | 0.0 | 4 | 18.2 | 1 | 16.7 | 9 | 24.3 | 2 | 15.4 | 1 | 9.1 |
| 0 | 1 | 33.3 | 2 | 9.1 | 0 | 0.0 | 2 | 5.4 | 2 | 15.4 | 1 | 9.1 |

Number of Missing Observations = 3

Table 4.21

Item 10c. - Of the time you have spent on reading instruction so far this year, estimate the percentage of time you have spent on guiding silent reading.

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Percent of Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| 41-60 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.7 | 0 | 0.0 | 0 | 0.0 |
| 21-40 | 0 | 0.0 | 2 | 9.1 | 0 | 0.0 | 9 | 24.3 | 0 | 0.0 | 4 | 36.4 |
| 11-20 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 7 | 18.9 | 2 | 15.4 | 1 | 9.1 |
| 1-10 | 0 | 0.0 | 7 | 31.8 | 3 | 50.0 | 12 | 32.4 | 9 | 69.2 | 4 | 36.4 |
| 0 | 3 | 100.0 | 13 | 59.1 | 3 | 50.0 | 8 | 21.6 | 2 | 15.4 | 2 | 18.2 |

Number of Missing Observations = 3

Table 4.22

Item 10d. - Of the time you have spent on reading instruction so far this year, estimate the percentage of time you have spent on guiding oral reading.

| | Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | | 4-6 | | 7-8 | |
| Percent of Time | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| 81-100 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.7 | 0 | 0.0 | 0 | 0.0 |
| 61-80 | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 0 | 0.0 | 2 | 15.4 | 1 | 9.1 |
| 41-60 | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 2 | 5.4 | 2 | 15.4 | 2 | 18.2 |
| 21-40 | 0 | 0.0 | 4 | 18.2 | 3 | 50.0 | 22 | 59.5 | 6 | 46.2 | 6 | 54.5 |
| 11-20 | 0 | 0.0 | 6 | 27.3 | 1 | 16.7 | 7 | 18.5 | 1 | 7.7 | 0 | 0.0 |
| 1-10 | 0 | 0.0 | 4 | 18.2 | 2 | 33.3 | 4 | 10.8 | 2 | 15.4 | 2 | 18.2 |
| Zero | 3 | 100.0 | 6 | 27.3 | 0 | 0.0 | 1 | 2.7 | 0 | 0.0 | 0 | 0.0 |

Number of Missing Observations = 3

11. Respondents were requested to estimate the amount of use of instructional materials. Specific examples were: word cards, teacher-made materials, trade books, supplementary readers and manipulatives.

Word cards were "frequently" used by 63.6 percent of the respondents for grades one through three. Teacher-made materials were "frequently" used by 80.3 percent of the respondents for grades one through three. Trade books were used at least "sometimes" by at least 70.9 percent of the respondents for grades one through six. Supplementary readers were used at least "sometimes" by 72.2 percent of the respondents for grades one through six. At least 46.2 percent of the third grade teachers "frequently" used trade books and 55.3 percent "frequently" used supplementary readers. Manipulatives were at least "sometimes" used by 92.5 percent of respondents for grades one through six. Manipulatives were "frequently" used by at least 71.6 percent of the respondents for grades one and three. The Chapter 1 office of the Minneapolis Public Schools has a large commercial materials bank. Commercial reading materials are reviewed/evaluated by teachers and purchased centrally for Chapter 1 teachers. Also, a large number of consumable reading materials have been developed through Chapter 1 and are available for classroom and Chapter 1 teachers to use with

Chapter 1 eligible students.

At least 51.6 percent of the respondents for grades three through eight "sometimes" used journals or other writing materials. It appears that teachers view writing as an integral part of learning to read. A process approach to writing has been an instructional focus in the MPS for the past six years. There was no significant difference between the contract and hourly rate teachers in their responses.

Communication with Classroom Teacher

12. There was no substantial difference between the contract and hourly rate teachers in response to communication with regular classroom teachers. Sixty-nine percent of respondents indicated that classroom teachers verbally share information at least "one to two times a week", but almost all the respondents (94.6) indicated classroom teachers verbally shared information at least "once or twice a month". Verbal information sharing by Chapter 1 teachers showed similar results. Furthermore, 11 percent of the Chapter 1 teachers received and shared information verbally on a "daily" basis. How much or what types of information shared was not a part of this study.

Written information was shared less often. Forty percent of the respondents indicated classroom teachers shared written information at least "one or two times a week". A total of 81.6

percent of the respondents indicated classroom teachers shared written information at least "once or twice a month". Written information sharing by Chapter 1 teachers showed similar results. Furthermore, four teachers indicated they "never" received or shared verbal information about the students and sixteen indicated they "never" received or shared written information through at least November of the school year.

Each building is to use one of the forms provided by the Chapter 1 office or develop their own form for written communication. It is possible that the forms and amount of information shared may have an impact on how often information is shared.

13. There was no substantial difference between contract and hourly rate teachers in response to the relationship of Chapter 1 to regular classroom reading instruction. Thirty-three percent of the respondents indicated their lessons were "directly related to the specific daily classroom lessons and objectives being covered" or "directly related and review of prior lessons". Fifty-one percent of the respondents indicated their lessons were "generally related to the classroom lesson, but not necessarily the specific daily lessons," or "generally related to the classroom lessons, but not necessarily the specific daily lessons and review of prior lessons".

General

14. The most important factors that promoted learning listed by the teachers were, in order of greatest importance:

| Factors | Percent of Teachers |
|---|---|
| a. Personal/social development of students (motivation/positive reinforcement, self-confidence/ self-esteem, behavior management) | 68.4 |
| b. Group size (small size of group) | 43.2 |
| c. Materials (variety of relevant, interesting, fun, multicultural, motivational supplementary activities/ manipulatives) | 37.9 |
| d. Individual needs (being able to observe and work on and follow up on individual student needs) | 24.2 |
| e. Communication between classroom and Chapter 1 teachers about students. | 21.1 |

15. The most important factors that obstructed learning listed by the teachers were, in order of greatest importance:

| Factors | Percent of Teachers |
|---|---|
| a. Personal/social development of | 75.8 |

students (lack of self-esteem and motivation, poor behavior)

b. Attendance (absences, mobility) 40.0

c. Space (lack of adequate building space) 23.2

d. Communication (lack of communication with classroom teachers due to time and schedules) 18.9

The most frequently cited factor for promoting and obstructing learning was the personal/social development of the students. Another point to note is the importance the Chapter 1 teachers placed on communication with the classroom teachers and that impact on student learning.

The two areas of group size and being able to meet individual needs, appear to overlap and may indicate an even stronger importance than is indicated by the separate percentages. Also, teachers indicated attendance and mobility made a large impact on the progress they were able to make with students.

Background

16. In analyzing the data on the years of experience, most of the teachers had been teaching in the Minneapolis Public Schools and Chapter 1 program for a number of years. For the years of

teaching experience in Minneapolis, 33 (89.2 percent) of the contract teachers had between 10 and 30 years and 25 (43.1 percent) of the hourly rate teachers had between 10 to 30 years. Within the years in Minneapolis, 21 (56.8 percent) of the contract teachers had 3 to 14 years of experience as a Chapter 1 supplementary teacher, and 49 (84.5 percent) of the hourly rate teachers had 3 to 13 years of experience as a Chapter 1 hourly rate teacher.

Classroom experience showed the greatest difference between the teaching groups, 22 (59.5 percent) of the contract teachers had 10 to 30 years of experience in the classroom, but only one hourly rate teacher had 10 to 30 years of experience. Also, only 5 (13.5 percent) of the contract teachers had no experience in the classroom whereas, 35 (60.3 percent) of the hourly rate teachers had no experience in the classroom.

17. Forty-three percent (16) of the contract teachers and 16 percent (9) of the hourly rate teachers, had a master's degree. Only three teachers had a master's degree in reading. (Table 4.23)

18. Fifty-eight percent (55) attended four or more staff development sessions.

Table 4.23

Item 17. - What is the highest academic degree that you currently hold?

| | Contract Teachers | | Hourly Rate Teachers | |
|---|---|---|---|---|
| Degree | N | Percent | N | Percent |
| Bachelor's | 21 | 56.8 | 49 | 84.5 |
| Master's | 16 | 43.2 | 9 | 15.5 |

19. Thirty-three of the teachers (34.7 percent) had taken one or more college-level courses on reading instruction in the last five years and 62 (65.3 percent) had no college-level courses on reading instruction in the last five years. Comparisons were made, by grade levels, between coursework and the amount of time spent on reading comprehension instruction. The comparisons by grade level are included in Tables 4.24 for kindergarten through grade one, and in Table 4.25 for grades four through eight. There was no substantial relationship between whether or not a teacher had taken a college-level course on reading instruction in the last five years and the percentage of time spent on reading comprehension instruction at any grade level, kindergarten through eighth. Nearly two-thirds of the teachers had not taken a college-level course on reading instruction in the last five years.

Comparisons were made, by grade level, between the number of staff development sessions attended in areas related to reading instruction in the last 12 months and the amount of time spent on reading comprehension instruction. There was no substantial relationship, at any grade level, between the number of staff development sessions attended and the amount of time spent on reading comprehension instruction.

Table 4.24

College-level courses in reading instruction taken in the last five years compared to the percentage time spent on reading comprehension instruction. (Grades K-2)

| | Grade K | | | | Grade 1 | | | | Grade 2 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Percent of time | Yes N | Yes Percent | No N | No Percent | Yes N | Yes Percent | No N | No Percent | Yes N | Yes Percent | No N | No Percent |
| 81-100 | 1 | 20.0 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 61-80 | 0 | 0.0 | 1 | 7.1 | 1 | 5.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 41-60 | 2 | 40.0 | 2 | 14.3 | 2 | 11.8 | 0 | 0.0 | 1 | 25.0 | 0 | 0.0 |
| 21-40 | 0 | 0.0 | 3 | 21.4 | 6 | 35.3 | 6 | 26.1 | 2 | 50.0 | 9 | 60.0 |
| 0-20 | 2 | 40.0 | 7 | 50.0 | 8 | 47.1 | 17 | 73.9 | 1 | 25.0 | 6 | 40.0 |

Table 4.25

College-level courses in reading instruction taken in the last five years compared to the percentage of time spent on reading comprehension instruction. (Grades 3-8)

| | Grade 3 | | | | Grades 4-6 | | | | Grades 7-8 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Percent of time | Yes | | No | | Yes | | No | | Yes | | No | |
| | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent | N | Percent |
| 81-100 | 1 | 5.9 | 0 | 0.0 | 1 | 14.3 | 2 | 7.4 | 0 | 0.0 | 0 | 0.0 |
| 61-80 | 2 | 11.8 | 1 | 4.3 | 2 | 28.6 | 3 | 11.1 | 0 | 0.0 | 2 | 25.0 |
| 41-60 | 3 | 17.6 | 10 | 43.5 | 2 | 28.6 | 14 | 51.9 | 9 | 64.3 | 6 | 75.0 |
| 21-40 | 11 | 64.7 | 9 | 39.1 | 2 | 28.6 | 7 | 25.9 | 5 | 35.7 | 0 | 0.0 |
| 0-20 | 0 | 0.0 | 3 | 13.0 | 0 | 0.0 | 1 | 3.7 | 0 | 0.0 | 0 | 0.0 |

Observations/interviews were conducted to provide an on-site view of the Chapter 1 program. Twelve third grade Chapter 1 teachers were observed by the author of this paper. Observation selection was through a random sample that was proportionally represented by Chapter 1 contract and hourly rate teachers with at least one third grade group; geographical divisions of the district; and school programs (contemporary, continuous progress, fundamental, and open). An interview followed each observation. An ethnographic approach of scripting was chosen to provide the opportunity for a more open view of the Chapter 1 reading instruction provided, and was developed to complement, but not for direct comparison with, the Chapter 1 reading survey.

The scripted teacher behaviors were categorized and tallied. The number of tallies represented how frequently a teacher behavior occurred. An assumption is being made that there is a substantial relationship between the number of tallies in an area and the percentage of time spent in the area. Therefore, the number of tallies were transferred to percentages and generally compared to the percentages of time from the survey results. The data from the observations, as well as the surveys is not meant to be precise, but to give a general overview of the Chapter 1 reading program.

The scripting provided a broad, open-ended view of the instructional setting. The method provided the opportunity to record items that were not thought of during the development of the survey, and areas that could have been further subdivided on the survey. Also, the observations made it possible to record teaching strategies and questions asked by the teacher.

The fact that only 12 observations were made and each teacher was only observed once imposed limitations upon the number and weight of conclusions that may be drawn from this procedure. The observations may or may not be representative, because of the small group. Eleven of the 12 teachers knew beforehand when the observer was coming to observe. The fact that only the teachers' instructions were recorded and not the students' questions and responses is an evident limitation. Taking these restrictions into account, the observations provided a view of the Chapter 1 reading instructional program that would be difficult to acquire from a survey. Also, the observations/interviews provided additional information that could generally be compared to the survey results.

In categorizing the scripted information, it was difficult at times to separate reading instruction, social/personal development and noninstructional tasks. The three were so interrelated that all would occur simultaneously. An example

was when one teacher started a lesson by asking questions that revieved the lesson of the previous day, praising each student as a response was given and marking them in turn as present on the attendance sheet.

At other times it was difficult to distinguish between presenting and monitoring students' independent work. Almost all the teachers spent most of the time interacting continually with the students. The range of interaction would be from question and response, to short instruction and several questions and responses, to longer instruction, written responses and discussion. In computing the percentage of time, areas were categorized and time was designated to the individual areas as perceived through the observations. Generally, classifying the instruction as "teacher-guided" rather than "presenting and/or explaining" would appear to have been a more realistic assessment of the instructional setting.

Also, each teacher generally worked on two to four skills in each lesson. It was only through the interview process that knowledge relating to the broad range of skills that the teachers worked on with the students throughout the year was obtained. The observations and interviews also revealed the teachers' dedication to helping the students and their concern for the students' social, emotional and physical well being, as

well as academic progress. The lessons focused on reading skills, following the local program of the district.

Nine of the twelve teachers asked a few higher-level questions, but generally questions were of a lower level. Four teachers did present vocabulary through a conceptual means, rather than only using definitions or words in context. Some examples used were acting out the words, use of a map, discussion of uses, discussion of characteristics of the item and sharing of pictures. None of the 12 teachers used graphic organizers during the observations.

In the process of organizing the observations and in the interviews, teachers discussed the social, academic, emotional and physical needs of the students. Generally they felt the academic range of students who are assigned to Chapter 1 instruction has become consistently lower over the last few years. This could be a reality, because the state funding for Special Education has decreased and Chapter 1 is now servicing some students that might have previously been categorized for Special Education service.

In addition to the lower academic skills, the teachers talked about the severe social, emotional and physical needs of the children. They believed that an increasing amount of their time is being devoted to helping students with those needs.

There was a wide range of differences as to how teachers interacted with students. There appeared to be as much diversity in teachers as in students. All the Chapter 1 teachers spent time on positively motivating their students. Some praised individual students for almost every response, others praised students for some of the responses or at the end of an activity. Teachers also used varying amounts of negative comments to stop inappropriate behavior. Students within and between groups exhibited a wide range of behaviors from silent to very vocal, from unresponsive to extremely enthusiastic, and from defiant to very cooperative. The teacher-student and student-student interaction set the tone for the type and amount of reading instruction that took place.

The data results are presented in Tables 4.26 to 4.28. Table 4.26 includes the percentage of tallies indicating time spent on reading instruction, personal/social development and noninstructional tasks. Eight (66.7 percent) of the teachers observed had at least 71 percent of the tallied teacher behaviors in reading instruction. Eight (66.7 percent) had 20 percent or fewer tallies on personal/social development. Nine (75.0 percent) had less than 10 percent of the tallies on noninstructional tasks.

Table 4.26

Grade three teacher observations: percentage of tallies with Chapter 1 reading group spent on reading instruction, personal/social development and noninstructional tasks.

| | Reading Instruction | | Personal/Social Development | | Noninstructional Tasks | |
|---|---|---|---|---|---|---|
| Percent of tallies | N | Percent | N | Percent | N | Percent |
| 91-100 | 2 | 16.7 | 0 | 0.0 | 0 | 0.0 |
| 71-90 | 6 | 50.0 | 0 | 0.0 | 0 | 0.0 |
| 41-70 | 4 | 33.3 | 0 | 0.0 | 0 | 0.0 |
| 31-40 | 0 | 0.0 | 1 | 8.3 | 0 | 0.0 |
| 21-30 | 0 | 0.0 | 3 | 25.0 | 2 | 16.7 |
| 11-20 | 0 | 0.0 | 4 | 33.3 | 1 | 8.3 |
| 6-10 | 0 | 0.0 | 2 | 16.7 | 5 | 41.7 |
| 0-5 | 0 | 0.0 | 2 | 16.7 | 4 | 33.3 |

The reading instruction time devoted to decoding, vocabulary and comprehension is included in Table 4.27. Seven (58.3 percent) of the teachers had less than 20 percent of the tallied teacher behavior of reading instruction on decoding. Four (33.3 percent) of the teachers had between 41 and 60 percent of the tallied reading instruction in the area of vocabulary. Six (50.0 percent) of the teachers had between 41 and 60 percent of the tallied reading instruction in the area of comprehension. Also, four (33.3 percent) of the teachers had less than 21 percent of the tallied reading instruction in the area of comprehension. There was a wide range in the number of tallies designated to decoding from teacher to teacher. The wide range of tallies was also found for vocabulary and comprehension instruction. The differences might be greater than would actually be found through a series of observations of the same teacher, since each teacher spoke about the wide range of skills/strategies and activities they worked on with the students.

The reading instruction tallies of teacher behavior on presenting/explaining to the group, monitoring students' independent work, guiding silent reading and guiding oral reading are included in Table 4.28. Five (41.7 percent) of the teachers spent between 41 and 60 percent of the tallied reading

Table 4.27

Grade three teacher observations: percentage of tallies for reading instruction (decoding, vocabulary, and comprehension).

| | Decoding | | Vocabulary | | Comprehension | |
|---|---|---|---|---|---|---|
| Percent of tallies | N | Percent | N | Percent | N | Percent |
| 81-100 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 |
| 61-80 | 2 | 16.7 | 2 | 16.7 | 1 | 8.3 |
| 41-60 | 0 | 0.0 | 3 | 25.0 | 6 | 50.0 |
| 21-40 | 3 | 25.0 | 4 | 33.3 | 0 | 0.0 |
| 0-20 | 7 | 58.3 | 3 | 25.0 | 4 | 33.3 |

Table 4.28

Grade three teacher observations: percentage of tallies of reading instruction for presenting and/or explaining to the group, monitoring students' independent work, guiding silent reading, and guiding oral reading.

| | Presenting/ Explaining | | Monitoring Students' Independent Work | | Guiding Silent Reading | | Guiding Oral Reading | |
|---|---|---|---|---|---|---|---|---|
| Percent of Tallies | N | Percent | N | Percent | N | Percent | N | Percent |
| 81-95 | 3 | 25.0 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 |
| 61-80 | 1 | 8.3 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 |
| 41-60 | 5 | 41.7 | 3 | 25.0 | 1 | 8.3 | 0 | 0.0 |
| 21-40 | 1 | 8.3 | 2 | 16.7 | 0 | 0.0 | 1 | 8.3 |
| 1-20 | 2 | 16.7 | 5 | 41.7 | 1 | 8.3 | 3 | 25.0 |
| 0 | 0 | 0.0 | 2 | 16.7 | 10 | 83.3 | 6 | 50.0 |

instruction on presenting/explaining to the group. Five (41.7 percent) of the teachers spent between 1 and 20 percent of the tallied reading instruction monitoring students' independent work. The categories of presenting/explaining to the group and monitoring students' independent work were used to correspond to the survey. Another category which probably would have more accurately described the instruction would be "guided instruction" which represents the interactive nature of the instruction observed.

The number of tallies for reading connected text was very limited. Ten (83.3 percent) of the teachers had no tallies for silent reading, and six (50.0 percent) had no tallies for oral reading. According to the literature (Allington, 1983; Duffy et al. 1986; Samuels, 1989, 1988) if would appear that every lesson should include some time reading connected text and more time needs to be spent reading silently.

The interviews that followed each of the 12 observed lessons were designed to determine how typical the observed lessons were in relationship to other skills/strategies and activities the teachers worked on with the students. All the teachers reported that the situation was fairly typical. Lessons observed focused on two to four skills, with the teachers reporting a wide variety of other skills that they also worked on with the students in the Chapter 1 reading groups.

Seven of the observed teachers spent some time reviewing decoding skills, such as, vowels, word patterns, consonant clusters. Most of the lessons included vocabulary activities. Two of the teachers worked with the students on pronoun reference.

In addition, six of the teachers spent time on spelling. One teacher used the words from the two classrooms' spelling lists. Three of the teachers included writing activities. Two of the teachers involved the students in journaling activities. One of the teachers said that each lesson began with a journal activity followed by a discussion of the students' ideas. The other teacher stated that the students did journaling activities once a week.

Seven of the teachers spent time developing the meaning of words. Some approaches were: having students read words in context, asking students to use the word in a sentence, discussing the use of the word, relating the word to real life experiences, asking students how the word related to their experiences, and having them act out the word. No teacher presented words without relating to meaning.

Time was spent on comprehension activities. One teacher spent about half the session working with the students on cause and effect. The students used pictures, as well as reading

paragraphs to determine the cause and effect. One teacher used maps to discuss a story that took place in England. Questions, such as, "Can you find it on the map?" and "Could you swim there?" were asked.

Most of the teachers related part of the lesson to real-life experiences. Questions were asked, such as: "What did you like about Valentine's Day yesterday?", "If you didn't come home on time how would your parents feel?" and "What is the weather like today?".

Eight of the teachers worked with the students on higher-order comprehension skills for part of the lesson. Examples of questions asked were: "What was the cause?", "What was the effect?", "Why?"; "Do you think he turned into the bird?", "Why or why not?"; "Do you know others who travel in groups, in addition to whales?"; "What do you think they are going to try to do?" No teacher had a majority of the reading instruction tallies in the area of higher-order comprehension strategies or questions.

Two teachers, other than the teachers who spent time on writing process, worked on punctuation skills with the students. Also, two teachers worked with the students on alphabetizing. Six of the teachers spent some time reading paragraphs or longer text aloud to students. Two teachers read a trade (library) book.

The observation results which were conducted in February and March were totaled, and viewed in relationship to the same 12 survey results that were based on instruction from September through December. The results are included in Tables 4.29 to 4.31. In comparing the average results of the 12 surveys of the teachers observed to the average results of the 12 observations, the results were generally similar, but some differences should be noted. For noninstructional tasks, a slightly higher average percentage of tallies was recorded from the observations, than was indicated by the average amount of time recorded on the surveys. (Table 4.29) Fewer tallies on an average were tabulated for decoding and more for vocabulary in the observed setting than the average amount of time spent indicated from the 12 surveys. (Table 4.30)

In comparing presenting, monitoring, guiding silent reading, and guided oral reading, somewhat of a difference in all areas should be noted as shown in Table 4.31. The average of the tallies from the observations indicated a higher percentage of time spent on presenting than was noted from an average of the 12 surveys. The survey revealed a higher percentage of time devoted to guided silent reading and a somewhat higher percentage of time on guided oral reading than the percentage of tallies from the observations.

Table 4.29

Comparison of responses to survey and results of observations on reading instruction, personal social development, and noninstructional tasks.

| | Observed Teachers | |
|---|---|---|
| | Survey (N = 12) | Observation (N = 12) |
| | Percent of Time | Percent of Tallies |
| Reading Instruction | 76.5 | 75.0 |
| Personal/Social | 17.5 | 15.8 |
| Noninstructional | 6.0 | 9.3 |

Table 4.30

Comparison of responses to survey and results of observations on decoding, vocabulary, and comprehension instruction.

| | Observed Teachers | |
|---|---|---|
| | Survey (N = 11) | Observation (N = 12) |
| | Percent of Time | Percent of Tallies |
| Decoding | 34.2 | 23.1 |
| Vocabulary | 23.9 | 36.2 |
| Comprehension | 41.9 | 40.8 |

Number of Missing Observations = 1

Table 4.31

Comparison of responses to survey and results of observations on presenting and/or explaining to the group, monitoring students independent work, guiding silent reading, and guiding oral reading.

| | Observed Teachers | |
|---|---|---|
| | Survey (N = 11) | Observation (N = 12) |
| | Percent of Time | Percent of Tallies |
| Presenting | 33.3 | 52.9 |
| Monitoring | 27.6 | 24.2 |
| Guiding Silent Reading | 18.0 | 4.6 |
| Guiding Oral Reading | 21.1 | 18.3 |

Number of Missing Observations = 1

## Summary

The Chapter 1 Reading Survey and observations/interviews results provide an overall view of the Chapter 1 reading instruction service of the Minneapolis Public Schools. The results from the survey and observations/interviews revealed a number of findings related to: teaching responsibilities, Chapter 1 reading groups, reading instruction, communication with classroom teachers, general and background information.

Teaching responsibilities indicated that 37 (38.9 percent) of the respondents were contract teachers who generally worked full time, but only a part of the time was disbursed from Chapter 1 funds. Forty-six (61.1 percent) of the respondents were hourly rate teachers and generally worked 15 hours a week.

Contract and hourly rate teachers had similar numbers of reading groups, ranging from one to nine, and similar numbers of assigned students, ranging from 3 to 56. The majority of the teachers served between 8 and 20 students. The teachers generally taught students at more than one grade level. The focus for the contract and hourly rate teachers was a combination of kindergarten through third grade. The second highest focus was a combination of kindergarten through sixth grade. There were very few differences in the responses to the survey questions between contract and hourly rate teachers. Any

significant differences are noted elsewhere in this chapter and also in the final summary.

When reporting the amount of time spent on reading instruction, personal/social development and noninstructional tasks, the Chapter 1 teachers had been asked to divide the amounts to equal a total of 100 percent. Over three-fourths of the teachers who taught one or more grades (kindergarten through sixth) spent at least 71 percent of the time on reading instruction whereas, only a little over a third of the junior high teachers spent an equal amount of time on reading instruction. Time spent on social/personal development increased as the grade levels increased. The majority of teachers with one or more grades (kindergarten through third) devoted less than 11 percent of the time on social/personal development. Whereas, three-fourths of the junior high teachers spent between 21 and 40 percent of the time on social/personal development.

The least amount of actual time was spent in the area of noninstruction, with similar responses in the grade combinations. The majority of teachers spent less than 6 percent of their total time on noninstructional tasks.

Reading instruction results revealed that there were significant differences in the amount of time given specific skills at different grade levels. Also, within a single grade,

there was a wide range of responses to the amount of time spent on an individual skill. By contrast, there were related skills that showed similar responses. Some of these related skills were grouped together for analysis.

Skills were listed under decoding, vocabulary or comprehension. In the area of decoding, the majority of respondents for grades one through three spent at least "some, but not a lot of time" on beginning, medial and final consonants. In the area of vocabulary, oral language development was listed and showed a priority across all of the grade levels. Over one third of the teachers spent "a lot of time" on sight words, less time was spent on vocabulary meaning.

For the area of comprehension, the majority of teachers spent "a lot" or "some time" in the areas of main idea and sequence. In relationship to the amount of time spent on specific decoding and vocabulary skills, the reason for emphasis on the areas of main idea and sequence is not apparent from the responses. Also, the reasons for the larger amount of time spent on main ideas and sequence in relationship to the smaller amount of time spent on higher-order comprehension skills was not evident from this research study. Independent silent reading was included in the comprehension area. The majority of the teachers for grades one and two indicated that no time was spent on independent silent reading.

In response to the question of the percentages of time spent on decoding, vocabulary and comprehension, with the three areas to equal 100 percent, teachers responded for each grade level they taught. For first grade, almost one-third of the teachers spent between 41 and 60 percent of reading instruction time on decoding whereas, by second and third grade the largest group of teachers were spending between 21 and 40 percent. The largest percentage of responses for the other grades was in the 0 to 20 percent range. The time spent on vocabulary shows a fluctuating pattern on the table from one grade to another, with kindergarten, second, fifth and sixth grades showing the lower amounts of time. The amount of time spent on comprehension generally increased as the grade levels increased. For comprehension, the 21 to 40 percent range showed the largest groups of respondents for second (57.9 percent) and third (50.0 percent) grades. For fourth through eighth grade, the majority of teachers spent between 41 and 60 percent of the reading instruction time on comprehension.

Time devoted to guided oral reading was higher than guided silent reading. Time given to silent reading was quite low. The majority of teachers sometimes used journals or other writing materials with students, seeming to indicate that teachers see writing as an integral part of applying reading skills/strategies.

With regard to communication between the Chapter 1 and classroom teachers, over two-thirds of the respondents indicated that classroom teachers verbally share information at least "one or two times a week." Almost all the Chapter 1 teachers verbally shared or received information "once or twice a month." Written information was shared less often.

The responses to the questions on the relationship of Chapter 1 reading instruction to the classroom reading instruction showed that one-third of the respondents indicated their lessons were "directly related to the specific classroom lessons and objectives being covered" or "directly related to the specific classroom lessons and objectives and a review of prior lessons." Over 50 percent of the Chapter 1 teachers indicated their lessons were generally related to the classroom lessons.

The factor listed the most frequently for both promoting and obstructing learning was the personal/social development of students. Another area was the degree of the importance Chapter 1 teachers placed on communication with the classroom teacher and the perceived impact that made on the learning of the students.

The two areas of promoting learning (small group size and being able to meet individual needs) overlapped and in the responses may indicate an even stronger importance than is

indicated by the separate percentages. Teachers indicated attendance and student mobility had a significant impact on the progress they were able to make with students.

With regard to background, almost all the teachers had three years or more of teaching experience with Chapter 1 groups. Classroom experience showed differences between contract and hourly rate teachers. The majority of contract teachers had from 10 to 30 years of experience, but only one hourly rate teacher had this amount of classroom experience. Also, no classroom experience was indicated by only 13.5 percent (5) of the contract teachers, whereas, 60.3 percent (35) of the hourly rate teachers had no classroom experience.

In response to educational degrees, 43 percent (16) of the contract teachers and 16 percent (9) of the hourly rate teachers had master's degrees. Only three teachers had a master's degree in reading. A large percentage of the teachers attended reading staff development sessions.

In response to the number of college-level courses on reading instruction taken in the last five years, almost two-thirds of the teachers had not had a course in the last five years. There was no significant relationship between whether or not a teacher had taken a college-level course in reading instruction in the last five years and the percentage of time spent on reading comprehension instruction.

The 12 observations/interview of teachers with third grade students provided a broader and more open-ended view of the Chapter 1 instructional setting than was possible through the survey. The observations revealed the continual interactions that take place between the teacher and students. Through the observations and interviews, teachers revealed their concern for the students' social, emotional and physical well-being. There was a wide range of difference among teachers in the percentage of tallies for decoding, vocabulary and comprehension instruction. The difference might be accounted for by the single observation of each teacher. The tallies for comprehension generally were on lower-level skills/strategies and questions. Four of the teachers presented vocabulary through a concept development approach rather than solely through the use of definitions or using words in context. None of the teachers used graphic organizers.

The information obtained from the survey and observations/interviews should provide an initial step to taking a more in-depth view of the reading instruction. Also, the data, descriptions and interpretations have revealed areas of strengths and weaknesses.

# CHAPTER V

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

This chapter summarizes the purpose of the study, the conclusions based on the results of survey, observations/ interviews and recommendations developed as a result of the review of the literature, survey, and observations/interviews.

The purpose of this study was to investigate the reading instruction service provided by Chapter 1 teachers in the Chapter 1 setting of the Minneapolis Public Schools. The survey and observations sought to establish demographic data on the description of the Chapter 1 reading instruction, the nature and scope of the instruction, the allocation of time to decoding, vocabulary and comprehension instruction, and whether or not there was a relationship between taking college-level courses on reading instruction and the amount of time spent on reading comprehension instruction.

Surveys were sent to all the Chapter 1 contract and hourly rate teachers who had at least one Chapter 1 reading group. Data was tabulated and reported as percentages. Data was analyzed and grouped by common percentage ranges for easier analysis. In addition, composite percentages were computed for some of the reading skill areas. The survey instrument provided

a general overview and some specific information on the Chapter 1 reading instruction service being provided by the Chapter 1 teachers, but was not sufficiently sensitive to provide a detailed description of some areas.

Twelve teachers, with at least one group of third grade students in a pullout setting, were selected for observation though a proportional random sampling procedure. All directions, comments and instructions by teachers were scripted, categorized, tabulated and reported as percentages. Also compiled were descriptions of the observed Chapter 1 reading instruction.

A review of the literature focused on three main areas. The areas were: current research on reading instruction, general assessment of Chapter 1 programs and student achievement, and research on Chapter 1 reading instruction.

A review of the current research on reading instruction revealed a multitude of studies. Reading research books that summarized important historical influences and current reading research, as well as journals, studies and interviews, were used as resources.

Research on classroom reading instruction that has implications for Chapter 1 reading instruction revealed the importance of repeated practice for automatic recognition of

words, development of vocabulary through a conceptual means, and emphasis on prior knowledge to develop understanding and interaction with the text. Also, instruction should include modeling by the teacher, and direct instruction with students academically engaged. Allington (1983) conducted a number of studies and recommended that poor readers need additional instruction that includes silent reading time, daily readings of easy texts to improve fluency, and a gradual release of instructional responsibility to the student.

General assessment of the Chapter 1 program and student achievement research revealed that research and evaluation have tended to look at the broader aspects of the program. These have included identification of target area schools, identification of eligible students, coordination with classroom instruction, identification of student to instructor ratio, identification of instructional settings, designations of the amount of service, parent involvement, and determination of the results of norm-referenced achievement tests.

Research on Chapter 1 reading instruction was very limited. The national assessment of Chapter 1 results indicated a majority of the instructional time was spent on phonics and vocabulary rather than on comprehension and higher-order skills. On the whole, the research indicated that Chapter 1

teachers provided effective instruction with students participating in academic tasks. More than half of the elementary teachers provided instruction that was generally related to lessons presented by the classroom teacher. (Birman et al., 1987)

Allington et al. (1986) found only a small amount of direct instruction was provided through Chapter 1 reading services, with the main activity being the completion of worksheet activities that teachers monitored. Therefore, the quality of instruction was not increased in the Chapter 1 setting, although time-on-task increased somewhat through the use of independent seatwork for the students in the classroom. There was lack of direct instruction or teacher guided instruction of reading in context for the purposes of comprehension.

The state of Iowa, and Omaha, Nebraska found a negative correlation between the amount of time in Chapter 1 service spent on phonics and student achievement gains. The time spent on vocabulary instruction was positively correlated with student achievement gains.

## Conclusions

### Major Conclusions from Survey

1. The amount of time spent on reading instruction, personal/social development and noninstructional tasks seems reasonable for the majority of teachers who taught one or more grades of kindergarten through sixth.

2. At the junior high level, the majority of teachers devoted a limited amount of time to reading instruction, and a large amount of time to personal/social development. This may be due to the emotional turmoil of the students at the junior high level and the need to increase self-esteem.

3. The amount of time devoted to decoding generally seems reasonable. The seemingly strong emphasis on decoding skills could be for a number of reasons. Students who in previous years might have been designated to receive Special Education service are not now identified for the service. Therefore, the students become eligible for and receive Chapter 1 service. Second, it may be that teachers are teaching the same way they were taught to teach reading from their last college-level reading course a number of years ago. Third, the amount of time spent on decoding could be an indication of what the classroom teacher perceived were the needs of the students. In turn, the classroom teachers might have asked the Chapter 1 teacher to

emphasize decoding. Finally, classroom teachers may have found it easier to communicate quickly about specific decoding skills needs because they are easier to identify and assess than vocabulary meaning and comprehension.

4. The amount of time devoted to vocabulary meaning for grades four through eight is inadequate. This is especially evident considering the large amount of time devoted to sight words. In addition, the time is inadequate given the influences and importance that vocabulary knowledge has upon comprehension in general.

5. The amount of time devoted to comprehension skills of main idea and sequence seems low for kindergarten through first grade and reasonable for the other grades.

6. The amount of time spent on teaching higher-order comprehension skills of inference, drawing conclusions/generalizations, cause and effect, predicting outcomes, and fact and opinion appears inadequate for the majority of teachers.

7. In relationship to the amount of time spent on decoding and vocabulary, the large amount of time spent on main idea could be an indication of the increasing awareness of the importance of comprehension. On the other hand, the large amount of time spent on main idea in relationship to the smaller amount of time

spent on higher-order comprehension skills could be an indication that the importance of higher-order comprehension is not yet valued by the teachers or other areas seem more important.

8. The priority of oral language development across all grade levels may indicate the interactive setting of the Chapter 1 instruction and the perceived need to develop the students' verbal communication skills.

9. The amount of time spent on guided silent reading was limited.

10. The amount of time devoted to guided oral reading was more than would seem necessary.

11. The majority of Chapter 1 teachers of grades one through three frequently used word cards, teacher-made materials, manipulatives, trade books (library) and supplementary readers.

12. Verbal and written communication between Chapter 1 teachers and classroom teachers could have taken place more often for the majority of teachers.

13. Chapter 1 reading instruction was somewhat related to classroom instruction in the majority of cases.

14. The most important factors identified by teachers to promote learning were providing positive reinforcement for the personal/social development of students; small group size;

having a variety of relevant, interesting, fun, multicultural, motivational, supplementary activities/manipulatives; being able to meet individual needs of students; and communication between Chapter 1 and classroom teachers.

15. The most important factors identified by teachers to obstruct learning were students' lack of self-esteem, low motivation and poor behavior; poor attendance; lack of adequate building space; and lack of communication with classroom teachers due to time and schedules.

16. The majority of Chapter 1 teachers had at least three years of experience as Chapter 1 teachers.

17. In classroom teaching experience, the majority of contract teachers had at least ten years of classroom experience, whereas, the majority of hourly rate teachers had no classroom teaching experience. It would seem that a lack of classroom experience might hinder an understanding of the total learning process and of the reading curriculum.

18. The majority of Chapter 1 teachers were providing a comprehensive supplementary reading program which included decoding, vocabulary and comprehension instruction, oral language development and small amounts of reading aloud to students, independent silent reading, and writing.

19. There is no significant relationship, by grade level,

between the amount of time devoted to reading comprehension instruction, and whether or not a college-level course on reading instruction was taken in the last five years. Two-thirds of the teachers had not had a college-level course on reading instruction in the last five years.

Major Conclusions From Observations/Interviews

1. The information from the observations was subjective. In trying to categorize the areas, it was difficult at times to make distinctions. Instruction was categorized as perceived by the observer and then tallied.

2. The limited number of observations might not have provided as accurate a view of the instructional setting as could have been assessed from a larger number of observations of the same teachers and at other grade levels.

3. The observations, like the surveys, revealed a wide range of differences between the teachers as to the areas emphasized and amount of time spent on an area. Also, the differences in the observations could, in part, be explained by the limited number of observations.

4. It was difficult to categorize what was happening in the instructional setting; the teachers' time spent on reading instruction, social/personal development and noninstructional tasks were extremely interrelated during instructional periods.

5. The time devoted to presenting and/or explaining to the group and monitoring students' independent work was also interrelated, with the teachers continually interacting with the group or individual students.

6. The average percentage of tallies from the 12 observations was very similar to the average percentage of time from the survey for reading instruction and social/personal development, and comprehension instruction.

7. The average of the 12 observations revealed a smaller percentage of tallies for decoding than the average percentage of time from the surveys of the observed teachers. Whereas, the observations had a larger average percentage of tallies for vocabulary than the average percentage of time from the surveys. The differences appear to be a result of the fact that observations took place later in the year and/or because teachers were free to choose what to present for an observation. Teachers were asked to share a typical lesson. Also, one observed teachers' survey had missing data for this part of the survey. Therefore, the results for this area are based on 11 surveys.

8. The average of the 12 observations revealed more tallies for noninstructional tasks than was indicated by the average time from the surveys. The difference may indicate that one is

unaware of the amount of time spent on noninstructional tasks when one is actually teaching.

9. The average of the observations revealed a large difference in the percentage of tallies for presenting compared to the average percentage of time indicated on the survey. The difference could be because the teachers thought they ought to be presenting to the students. Monitoring showed a smaller average percentage of tallies from the observations than was indicated from the average percentage of time of survey results. On the other hand, the observer found that there was continued interaction *between* the teachers and students during the observations. Therefore, the categorizing of areas as presenting or monitoring was difficult. The respondents of the survey may have had this same difficulty in categorizing. A category of "guided instruction" might have been clearer.

10. The observations revealed a smaller average percentage of tallies for guiding silent reading and somewhat fewer tallies for guiding oral reading than was indicated from the average percentage of tallies from the survey results. The differences could be that the observed teachers thought they should be presenting to the group.

11. The observations and surveys revealed similar results in types of skills taught, and types of materials used in instruction.

12. The interviews following the observations revealed additional skills taught and materials used by the teachers.
13. The majority of the teachers stated the goals/objectives of the lessons to the students.

## Recommendations

### Recommendations Based on Research and Review of Literature

The review of the literature of classroom reading instruction, general Chapter 1 program and student achievement, and Chapter 1 reading instruction suggested some considerations for Chapter 1 reading instruction in the Minneapolis Public Schools. Research results could be used to identify specific measures to enhance the Chapter 1 reading program.

The following recommendations are made based on the review of the literature. The recommendations emphasize issues in need of attention. No attempt has been made to address the problems inherent in the implementation of the recommendations. Also, it is not implied that all recommendations must be implemented.

1. More time needs to be spent on reading instruction and having students read connected text; this could be accomplished through an additional reading session in the classroom, additional Chapter 1 time and/or an extension class after school.

2. Time should be spent on vocabulary (meaning) instruction, especially through a concept development approach.

3. Time spent on comprehension instruction should increase, especially through the use of background knowledge to interact with the text and the development of higher-order skills.

4. Graphic organizers and concept based strategies should be used to develop an understanding of the text.

5. Teachers should teach strategies on what sources to use to find answers to questions. Students should learn the study skills strategies for using different sources of specific information in the text, for identifying general concepts in the text to think about, and for *seeing* relationships to past experiences.

6. Teachers should spend more time on inference.

7. The teaching of reading skills and strategies should be in relationship to the text and not worksheets.

8. More time should be devoted to silent reading.

9. The amount of time spent on reading instruction should be maximized.

10. Feedback on performance should be mostly of a positive nature to enhance social/personal development.

11. The amount of time spent on noninstructional tasks should be minimized.

12. Strong modeling by the teacher is essential, with a gradual increase in student responsibility.

13. Teachers should receive staff development on specific instructional procedures.

14. Classroom teachers need to spend as much time, if not more, on providing direct instruction to students participating in Chapter 1 service, as is given to other students in the classroom.

Recommendations Based on Survey/Observations/Interviews

The Minneapolis Public Schools through the Language Arts Department, Chapter 1 office, and schools, provides a number of staff development sessions for teachers on language arts and/or reading instruction. The district continues to make a commitment to the staff development needs of teachers through resource staff, materials and funding. The majority of teachers are providing a comprehensive reading instructional program, but improvements could be made in the program. Ways should be found to assist the teachers to meet student needs more directly and to become more effective in teaching reading.

1. Explore means to increase the reading group time allocated to Chapter 1 eligible students in the classroom and through Chapter 1.

2. Strategies need to be developed to assist teachers in

spending the maximum amount of time on reading instruction and decreasing the time spent on discipline. This could be accomplished through counselors/social workers being hired to provide self-esteem sessions for the students. Also, more staff development sessions for teachers on positive motivational strategies for working with the students could be provided. Noninstructional tasks need to be kept to a minimum.

3. Although some staff development sessions have addressed the development of meaning vocabulary, additional staff development would be beneficial. Chapter 1 teachers should receive more staff development on the development of meaning vocabulary, especially through a conceptual means.

4. Although the emphasis by Chapter 1 and the local language arts department in the last several years has been reading comprehension instruction, additional staff development sessions would be beneficial. Sessions have been provided on semantic maps, story maps, and higher-order comprehension skills, but more instruction is needed. Some small group sessions could be provided to give teachers an opportunity to try the strategies, interact with other teachers, and share their ideas.

5. A college-level course on language arts/reading instruction for Chapter 1 eligible students should be developed for the Minneapolis Public Schools' Chapter 1 teachers. It should be

recommended that the Chapter 1 teachers take the course or another comparable course.

6. A time line should be established in which Chapter 1 teachers who are providing Chapter 1 reading instruction should be certified to teach remedial reading/language arts within a reasonable number of years.

7. Small group size is needed to meet the individual reading instruction needs of the students that cannot be met in the classroom.

8. Materials should continue to be provided centrally, as well as in the building. One of the major factors that the Chapter 1 teachers listed for helping to promote learning was to have a variety of relevant, interesting, fun, motivational supplementary activities/manipulatives for reading instruction to meet the specific individual educational needs of students more effectively.

9. Additional means should be explored to improve communication between classroom and Chapter 1 teachers. Time should be provided in the schedules for meeting to communicate about individual student needs. The value of verbal and written communication should continue to be reinforced. In addition, more emphasis should be placed on sharing and coordinating the specific daily reading instruction that is being provided in the

classroom and Chapter 1 setting.

10. Student attendance could be improved through reinforcements for attending school and more contact with parents.

11. More adequate space should be provided for Chapter 1 groups. Space for Chapter 1 groups should be provided in the amount needed to maintain the building program adequately.

Recommendation For Further Study

Research on Chapter 1 reading instruction is very limited and only recently have a number of studies been conducted. This study has attempted to gain insight into the reading instruction service being provided by Chapter 1 teachers in the Minneapolis Public Schools. The implications for further research are extensive. The following major recommendations are suggested:

1. The survey should be:
    a. replicated in the future to monitor progress of changes in the Chapter 1 reading instruction and factors affecting effective instruction;
    b. extended for use by other school districts with Chapter 1 programs.
2. A more specific and intensive study should be conducted on instruction and student use of higher-order comprehension strategies.

3. The number of observations and the number of times teachers are observed should be increased.

4. A longitudinal study of student achievement compared to Chapter 1 reading instruction should be authorized and administered by the district.

5. Observations of classroom and Chapter 1 reading instruction should be conducted to view the entire reading instruction being provided to students. Along with the observations, the communication between the classroom and Chapter 1 teachers should be assessed.

6. Since Chapter 1 teachers identified the personal, social development of students as the most important factor for both promoting and obstructing learning, the district should appoint a task force to consider staff development strategies and the reinstatement of counselors in all elementary buildings, especially the identified Chapter 1 schools.

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# APPENDIX A

Minneapolis Public Schools

Research Request

Name Constance Scott Phone No. 627-2933

Organization Minneapolis Public Schools Department Chapter 1 Office

Address 1006 West Lake St. Minneapolis Minnesota 55408
Street City State Zip

Is this study of your work for a degree? X Yes ____No If Yes, check the following:

____Ph.D. ____D.Ed. ____M.A./M.S. ____Undergraduate Ed.S. Other

University or College St. Thomas Advisor's Name Dr. Kenneth Ashpole

Phone: _____

Minneapolis Public Schools' Co-Sponsor (Necessary for Non-MPS Requestors):

Name _____ Phone No. _____

---

(Use additional paper as necessary to answer these questions)

1. Title and purpose of study?

Reading Instruction by Chapter 1 Teachers

The purpose is to find out specifically what reading instruction is being provided by Chapter 1 Supplementary Teachers and Chapter 1 Hourly Rate Teachers to students participating in Chapter 1 reading service.

2. How will this study benefit the Minneapolis Public Schools?

The study will meet the Chapter 1 program's objective of collecting data to help increase the effectiveness of the Chapter 1 program.

It will give Minneapolis Public Schools and the Chapter 1 Office a specific report as to what reading instruction is being provided through the Chapter 1 program.

3. What do you plan to do? Give specific information on design of study, measuring instruments, sampling, data collection procedures. What instructions will be given to students and staff? If nonstandardized instruments are to be used, attach copies.

A survey will be developed to be sent to the one hundred and forty Chapter 1 Supplementary Teachers and Chapter 1 Hourly Rate Teachers. The survey will focus on reading skills being taught, time spent in each area, other areas of the language arts being taught, other uses of time, use of materials, and academic background. A cover letter will be attached explaining the survey.

As a follow up to the survey, and to have more detailed information about Chapter 1 reading instruction, observations will be conducted. Twelve Chapter 1 teachers will be randomly selected for observation. A short interview will follow after the lesson to determine if the instructional time was a typical situation.

Information about the survey and observations already have been shared with Chapter 1 Central Service Staff, Chapter 1 Principals' Curriculum Advisory Committee, Language Arts Department Consultant and the State Department. Before the survey is sent out more information will be shared at a citywide Chapter 1 Principals' Meeting and a Chapter 1 Contact Persons' Meeting.

4. What request are you making of the Minneapolis Public Schools? Specify numbers of students and staff to be involved, length of time, and time schedule.

The typing, printing, mailing, collecting and compiling of the surveys would be done by the Chapter 1 Office.

The PDE: Program Evaluation Services would be used as a resource.

The survey will be sent in January to the one hundred and forty Chapter 1 Supplementary and Hourly Rate Teachers. Teachers should be able to complete the survey in less than thirty minutes.

The twelve observations and interviews will take place after the surveys have been returned.

5. List all funding sources for your study.

Chapter 1 Office (Typing, printing, school mailing, collecting and compiling surveys)

Connie Scott

I have read the statement of "Conditions Related to Conducting Research in the Minneapolis Public Schools"

Constance D. Scott — Date 11/2/88
Your Signature

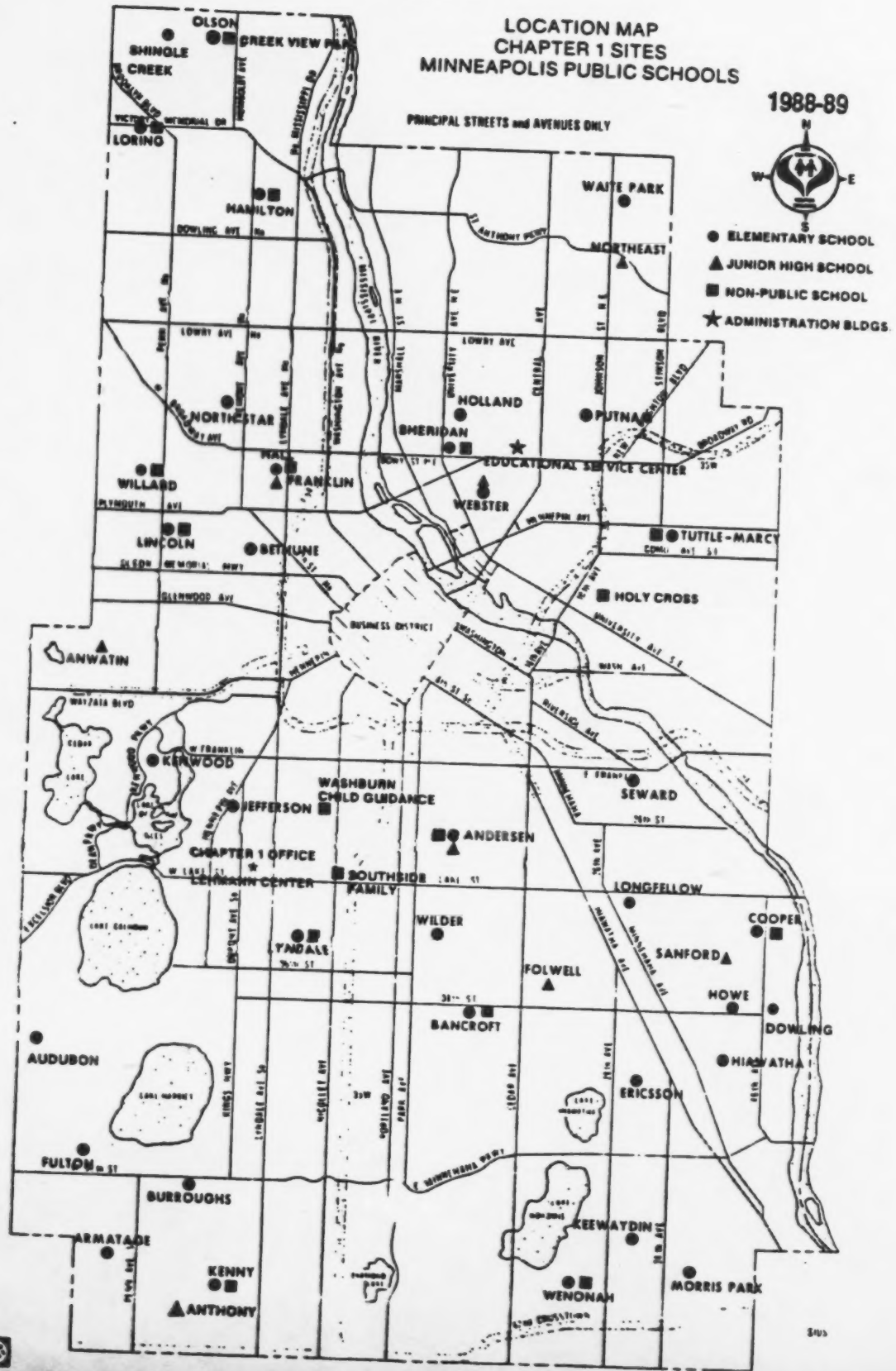
Don Bongson — Date 11/3/88
Co-Sponsor Signature (if needed)
Principal Signature (if school-based request)

M E Gaskins 11-7-88
Superintendent Signature

Mail Request to:

Planning, Development and
Evaluation Department

APPENDIX B


LOCATION MAP
CHAPTER 1 SITES
MINNEAPOLIS PUBLIC SCHOOLS
1988-89
PRINCIPAL STREETS and AVENUES ONLY
ELEMENTARY SCHOOL
JUNIOR HIGH SCHOOL
NON-PUBLIC SCHOOL
ADMINISTRATION BLDGS.
OLSON
SHINGLE CREEK
CREEK VIEW PLACE
LORING
HAMILTON
WAITE PARK
NORTHEAST
HOLLAND
PUTNAM
SHERIDAN
NORTHSTAR
EDUCATIONAL SERVICE CENTER
WILLARD
FRANKLIN
WEBSTER
LINCOLN
BETHUNE
TUTTLE-MARCY
HOLY CROSS
BUSINESS DISTRICT
ANWATIN
KENWOOD
WASHBURN CHILD GUIDANCE
JEFFERSON
SEWARD
ANDERSEN
CHAPTER 1 OFFICE
LEHMANN CENTER
SOUTHSIDE FAMILY
LONGFELLOW
WILDER
COOPER
LYNDALE
SANFORD
FOLWELL
HOWE
BANCROFT
DOWLING
AUDUBON
HIAWATHA
ERICSSON
FULTON
BURROUGHS
KEEWAYDIN
ARMATAGE
KENNY
WENONAH
MORRIS PARK
ANTHONY

**APPENDIX C**

**MINNEAPOLIS PUBLIC SCHOOLS**
**CHAPTER 1 OFFICE**

December 5, 1988

To:

From: Connie Scott

Subject: Chapter 1 Reading Survey

Enclosed is a Chapter 1 Reading Survey being sent to Chapter 1 Supplementary and Hourly Rate Teachers in the Minneapolis Public Schools. The primary purpose of the survey is to find out more about how Chapter 1 supplements the local reading program in the Minneapolis Public Schools. We anticipate that the information you provide us with will be valuable in finding ways to best meet your needs and the needs of Chapter 1 eligible students.

It is very important that all the surveys be returned in order to have meaningful data. The survey is anonymous, no names or schools are to be identified. The number in the corner of the survey will be used to follow up individuals who do not return the survey. I am the only person who will be reading the individual surveys. If you are not comfortable with the number on your survey, simply tear off the corner before you return it. Please help me by returning this survey by December 21, 1988.

I will be compiling this information for the Chapter 1 program and to meet course requirements for the College of St. Thomas. When the information has been compiled,I will make sure you receive the information so you can also learn more about the Chapter 1 reading program in Minneapolis.

Please return the survey through school mail to: Connie Scott, Chapter 1 Office, Lehmann Center.

Your help is sincerely appreciated!

Please return by WEDNESDAY, DECEMBER 21, 1988.

Thank you!

CS/sb
cc: Mae Gaskins
Don Borgeson
Lary Johnson
Principals
Chapter 1 Contact Persons
Chapter 1 Staff

APPENDIX D

Chapter 1 Reading Survey

Code # _____

MINNEAPOLIS PUBLIC SCHOOLS
CHAPTER 1 OFFICE

CHAPTER 1 READING SURVEY

1. Are you a contract teacher or are you an hourly rate teacher?

   _____ Contract Teacher

   _____ Hourly Rate Teacher

2. If you are a contract teacher, what proportion of a full-time position is paid by Chapter 1? Example: 1.0, 0.5, etc.

   _____

3. If you are an hourly rate teacher, how many of your hours each week are paid by Chapter 1?

**TEACHING RESPONSIBILITIES**

4. How many different instructional groups, with 1 or more students, do you meet with each week in each of the following areas?

   _____ Number of Chapter 1 reading groups (paid by Chapter 1)

   _____ Number of Chapter 1 math groups (paid by Chapter 1)

   _____ Number of Intervention language arts groups (reading or writing)

   _____ Number of Intervention math. groups

   _____ Number of Achievement program reading groups (Grades 2, 5 or 7)

---

If you meet with at least one Chapter 1 reading group which is paid out of Chapter 1 funds, please complete the rest of this survey. If you do not provide Chapter 1 reading instruction paid out of Chapter 1 funds, STOP and return survey to Connie Scott, Chapter 1 Office, Lehmann Center.

---

* USE YOUR CHAPTER 1 READING GROUPS AS THE REFERENCE POINT FOR ALL OF THE REMAINING QUESTIONS.

**CHAPTER 1 READING GROUPS**

5. What is the total number of students that you are currently serving in your Chapter 1 reading groups? _____
   Number of students

6. Circle the grade levels of the students in your Chapter 1 reading groups.

   K 1 2 3 4 5 6 7 8

7. In general, what percent of your actual time with your Chapter 1 reading groups is spent on the following activities? (Divide your estimates so they add up to 100%)

| | | |
|---|---|---|
| a. | reading instruction | _____ % |
| b. | personal/social development of students (motivation/behavior management) | _____ % |
| c. | noninstructional tasks (e.g. distributing materials, taking attendance) | _____ % |
| | TOTAL | 100 % |

## READING INSTRUCTION

IF YOU HAVE AT LEAST ONE GRADE 3 GROUP, BASE YOUR ANSWERS ON THE INSTRUCTION YOU PROVIDE YOUR GRADE 3 GROUP(S).

IF YOU DO NOT HAVE AT LEAST ONE GRADE 3 GROUP, CHOOSE THE GRADE LEVEL FOR WHICH YOU HAVE THE LARGEST NUMBER OF STUDENTS.

*You will also be using this grade as a reference point to answer questions #8 and 10-13.

8. How much time have you spent so far this school year working with your students on the following reading skills? Grade used as reference _____.

CHECK ( ✓ )

| DECODING | A Lot of Time | Some, But Not a Lot | A Little Time | None |
|---|---|---|---|---|
| Reading Readiness (likenesses and differences: auditory and visual) | ___ | ___ | ___ | ___ |
| Rhyming Words | ___ | ___ | ___ | ___ |
| Letter Names | ___ | ___ | ___ | ___ |
| Beginning Consonant Sounds | ___ | ___ | ___ | ___ |
| Medial Consonant Sounds | ___ | ___ | ___ | ___ |
| Final Consonant Sounds | ___ | ___ | ___ | ___ |
| Short Vowels | ___ | ___ | ___ | ___ |
| Long Vowels | ___ | ___ | ___ | ___ |
| Consonant Blends/Digraphs | ___ | ___ | ___ | ___ |
| Vowel Digraphs/Diphthongs Controlled by r, w & l | ___ | ___ | ___ | ___ |
| Plurals | ___ | ___ | ___ | ___ |
| Compound Words | ___ | ___ | ___ | ___ |

| DECODING (con't) | A Lot of Time | Some, But Not a Lot | A Little Time | None |
|---|---|---|---|---|
| Contractions | ___ | ___ | ___ | ___ |
| Root Words | ___ | ___ | ___ | ___ |
| Prefixes | ___ | ___ | ___ | ___ |
| Suffixes | ___ | ___ | ___ | ___ |
| **VOCABULARY** | | | | |
| Oral Language Development | ___ | ___ | ___ | ___ |
| Reading Aloud to Students | ___ | ___ | ___ | ___ |
| Sight Words | ___ | ___ | ___ | ___ |
| Antonyms | ___ | ___ | ___ | ___ |
| Synonyms | ___ | ___ | ___ | ___ |
| Multiple Meanings | ___ | ___ | ___ | ___ |
| Homonyms/Homographs | ___ | ___ | ___ | ___ |
| Word Meanings | ___ | ___ | ___ | ___ |
| Context Clues to Determine Meaning | ___ | ___ | ___ | ___ |
| Figurative Meanings | ___ | ___ | ___ | ___ |
| **COMPREHENSION** | | | | |
| Picture Clues | ___ | ___ | ___ | ___ |
| Classifying Pictures, Objects and Words | ___ | ___ | ___ | ___ |
| Main Idea/Details | ___ | ___ | ___ | ___ |
| Sentences | ___ | ___ | ___ | ___ |
| Paragraphs | ___ | ___ | ___ | ___ |
| Summarize/Paraphrase | ___ | ___ | ___ | ___ |
| Sequence | ___ | ___ | ___ | ___ |
| Inference | ___ | ___ | ___ | ___ |
| Drawing Conclusion/ Generalization | ___ | ___ | ___ | ___ |
| Cause and Effect | ___ | ___ | ___ | ___ |
| Predicting Outcomes | ___ | ___ | ___ | ___ |
| Fact and Opinion | ___ | ___ | ___ | ___ |
| Compare and Contrast Points of View | ___ | ___ | ___ | ___ |

| COMPREHENSION (con't) | A Lot of Time | Some, But Not a Lot | A Little Time | None |
|---|---|---|---|---|
| Use of Dictionary, Charts, Maps | ____ | ____ | ____ | ____ |
| Independent Silent Reading | ____ | ____ | ____ | ____ |
| If any, list examples: | | | | |
| _____ | | | | |
| _____ | | | | |
| OTHER _____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ |

9. Of the time you have spent in reading instruction so far this year, estimate the percent of time you have spent in the three major skill categories listed below. Use the subskills listed under decoding, vocabulary and comprehension in question #8 to further define the three major skill categories. Divide your estimates so they add up to 100 %. (Estimate by grade level for ALL of your Chapter 1 reading groups.)

| | K | Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 |
|---|---|---|---|---|---|---|---|---|---|
| a. Decoding | ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% |
| b. Vocabulary | ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% |
| c. Comprehension | ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% | ___% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

FOR QUESTIONS #10 - 13 USE THE SAME GRADE LEVEL YOU USED IN QUESTION # 8.

10. Of the time you have spent in reading instruction so far this year, estimate the percent of time you have spent on the following: (Use the same grade level you used in question #8.) Grade _____

| | |
|---|---|
| a. Presenting and/or explaining to group | ___ % |
| b. Monitoring students' independent work | ___ % |
| c. Guiding silent reading | ___ % |
| d. Guiding oral reading | ___ % |
| TOTAL | 100% |

11. How often, so far this school year, have you used each of the instructional materials listed below. (Use the same Grade level you used in question #8.) Grade _____

| | Frequently | Sometimes | Seldom | Never |
|---|---|---|---|---|
| a. Word Cards | ___ | ___ | ___ | ___ |
| b. Teacher-made materials | ___ | ___ | ___ | ___ |
| c. Trade books (library books) | ___ | ___ | ___ | ___ |
| d. Supplementary little books (Satellite, Magic Circle, etc.) | ___ | ___ | ___ | ___ |
| e. Workbooks and practice sheets | ___ | ___ | ___ | ___ |
| f. Manipulative materials (e.g. games, sequence cards) | ___ | ___ | ___ | ___ |
| g. Audiovisual equipment and materials (e.g. tapes, tape recorders) | ___ | ___ | ___ | ___ |
| h. Computers (computer software) | ___ | ___ | ___ | ___ |
| i. Journals or other writing materials | ___ | ___ | ___ | ___ |
| j. Any other materials? _____ | ___ | ___ | ___ | ___ |

## MMUNICATION WITH CLASSROOM TEACHER

12. How often do you and the classroom teachers communicate in the following ways about the students in your Chapter 1 reading groups? (Use the grade level you used in Question #8.) Grade _____

| | Daily | 3-4 Times a Week | 1-2 Times a Week | Once or Twice a Month | Never |
|---|---|---|---|---|---|
| a. The classroom teacher shares verbally information about students' reading needs? | ___ | ___ | ___ | ___ | ___ |
| b. The classroom teacher shares written information about students' reading needs? | ___ | ___ | ___ | ___ | ___ |
| c. You verbally share information about students' progress in reading? | ___ | ___ | ___ | ___ | ___ |
| d. You communicate in writing about students' progress in reading? | ___ | ___ | ___ | ___ | ___ |

13. Check ( ✓ ) the phrase that best describes the relationship of your Chapter 1 reading instruction to the classroom reading instruction. (Use grade level you used in question #8.) Grade used as a reference _____.

_____ Directly related to the specific daily classroom lessons and objectives being covered.

_____ Directly related to the specific daily classroom lessons and objectives being covered and review of prior lessons.

_____ Generally related to the classroom lessons, but not necessarily the specific daily lessons.

_____ Generally related to the classroom lessons, but not necessarily the specific daily lessons and review of prior lessons.

_____ Not related to the classroom lessons, but based on student needs and benchmark objectives.

**GENERAL**

14. What do you believe are the three most important factors that promote learning in your Chapter 1 reading groups?

a. _____

b. _____

c. _____

15. What do you believe are the three most important factors that obstruct learning in your Chapter 1 reading groups?

a. _____

b. _____

c. _____

**BACKGROUND**

16. Indicate the number of years of experience you have had in each area below:

____ Total years teaching in Minneapolis Public Schools

____ Years as Minneapolis Public Schools Chapter 1 supplementary teacher

____ Years as Minneapolis Public Schools Chapter 1 hourly rate teacher

____ Years as Minneapolis Public Schools classroom teacher

____ Total years of teaching in another district

____ Years as a Chapter 1 reading supplementary teacher in another district

____ Years as a Chapter 1 reading hourly rate teacher in another district

17. What is the highest academic degree that you currently hold?
Check ( ✓ ) only one:

____ a. Bachelor's degree (specify major field)
_____

____ b. Master's degree (specify major field)
_____

____ c. Doctorate (specify major field)
_____

18. During the last 12 months, how many staff development/inservice sessions have you attended in areas related to reading instruction?
(Include outside district, citywide, building) _____
Number of sessions

19. During the last five years, how many college-level courses have you had on reading instruction? _____
Number of Courses

| Title/Topic | Number of Quarter Credits | or | Number of Semester Credits |
|---|---|---|---|
| _____ | _____ | | _____ |
| _____ | _____ | | _____ |
| _____ | _____ | | _____ |

THANK YOU

Some questions, with revisions, are from the National Chapter 1 Neglected and Delinquent Program Evaluation, Chapter 1 Teacher Questionnaire. (Working Draft, 1988).

CS/sb
12-5-88

## APPENDIX E

MINNEAPOLIS PUBLIC SCHOOLS
CHAPTER 1 OFFICE

January 11, 1989

To:

From: Connie Scott

Subject: Chapter 1 Reading Survey

According to our records, as of January 11, 1989, we have not received your Chapter 1 Reading Survey sent to you on December 5, 1988. It is very important to have all surveys returned in order to have a total view of the Chapter 1 reading program in Minneapolis. The information acquired from the compilation of the surveys will be valuable in finding ways to better meet your needs, plan staff development sessions and increase the reading achievement of our Chapter 1 eligible students.

The survey is anonymous, no names or schools are to be identified. The number in the corner of the survey is only used to verify that you have returned the survey. If you are not comfortable with the number on your survey, simply tear off the corner before you return it.

We are under a time line to share the results. Please return the survey BY JANUARY 19, 1989 in the self-addressed stamped envelope, as we have already begun the process of compiling the information.

If you have questions, concerns, or have already returned your survey, please call (627-2933).

CS/sb
cc: Don Borgeson

SPECIAL SCHOOL DISTRICT NO. 1

APPENDIX F

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

CHAPTER 1 OFFICE

Florence Lehmann Educational Center
1006 West Lake Street
Minneapolis, Minnesota 55408-2895

Telephone 612/627-2934

January 27, 1989

Dear

Thank you for returning and completing the Chapter 1 Reading Survey. The time you took to fill in the survey is greatly appreciated. The information will be helpful in finding ways to better meet your needs, plan staff development sessions and increase the reading achievement of Chapter 1 eligible students.

We are currently in the process of entering all the information from the surveys on the computer. When the information is compiled and analyzed, it will give us a valuable overview of the total Chapter 1 reading program in Minneapolis. The results of the surveys will be shared with you later this year.

Thank you again for returning the survey, and for your dedication to helping students improve in reading.

Sincerely,

Connie Scott

cc: Mae Gaskins
Don Borgeson
Principals
Chapter 1 Staff

APPENDIX G

MINNEAPOLIS PUBLIC SCHOOLS
Chapter 1 Office

February 6, 1989

To:

From: Connie Scott

Subject: Chapter 1 Reading Observations

As part of the process for getting an overview of the Chapter 1 reading program in Minneapolis, that was recommended by the Chapter 1 Principals' Curriculum Advisory earlier this year, I will be observing twelve Chapter 1 reading groups. The purpose is to find out more about our Chapter 1 reading program, determine ways to improve it, and ultimately to increase student achievement in reading. The observations are not for evaluation of individual teachers. Teachers and Chapter 1 reading groups will be assigned an identification number so information will be confidential.

Grade 3 has been chosen as the grade to observe. The grade was chosen for several reasons. First, the Chapter 1 priority nationwide is in the primary grades. Secondly, students by this grade are well beyond readiness skills, have been introduced to a variety of reading skills and are familiar with reading words in connected text. In addition, this is not a Benchmark gate year and students are not receiving Achievement and Intervention assistance.

Through a random selection of Chapter 1 Supplementary and Hourly Rate Teachers teaching at least one third grade group, your name has been selected. I would like to observe one of your third grade groups in February or March. A short interview will follow sometime soon after the observation to find out if the group observed represented a typical situation and answer any questions you have.

I will call you within a week to set up an observation time, share more information with you and answer any questions.

cc: Don Borgeson

## APPENDIX H

MINNEAPOLIS PUBLIC SCHOOLS
Chapter 1 Office

Chapter 1 Reading Group Observation-Grade 3

Observation # _____

Date _____

Time _____

Students (#, gender, race) _____ , _____ , _____

I. Descriptive Question Mattrix (Global Questions) Spradley, James P., Participant Observation. NY: Holt, Rinehart & Winston, 1980.

1. Space
2. Object
3. Act
4. Activity
5. Event
6. Time
7. Actor
8. Goal
9. Feeling

II. Allocated Time

1. Reading Instruction
2. Personal/social development of students (motivation/behavior management)
3. Noninstructional tasks (distribution of materials, taking attendance)

III. Reading Instruction

1. Decoding
2. Vocabulary
3. Comprehension

IV. Reading Instruction Time (Teacher Behavior)

1. Presenting and/or explaining to group
2. Monitoring students' independent work
3. Guiding silent reading
4. Guiding oral reading

V. Materials

VI. Other

CS/sb
2/2/89

## APPENDIX I

MINNEAPOLIS PUBLIC SCHOOLS
Chapter 1 Office

Chapter 1 Reading Group Observation-Grade 3

Observation # _____

Follow Up Interview

Date _____

Time _____

1. Was the group observed a typical situation?

   Why or why not?

2. What do you see as the reading needs of the group observed?

3. Do you have other third grade groups?

   If so, how are the other groups similar/different from the one observed?

4. Do you have any questions about the observation?

5. Any other questions?

CS/sb
2/2/89